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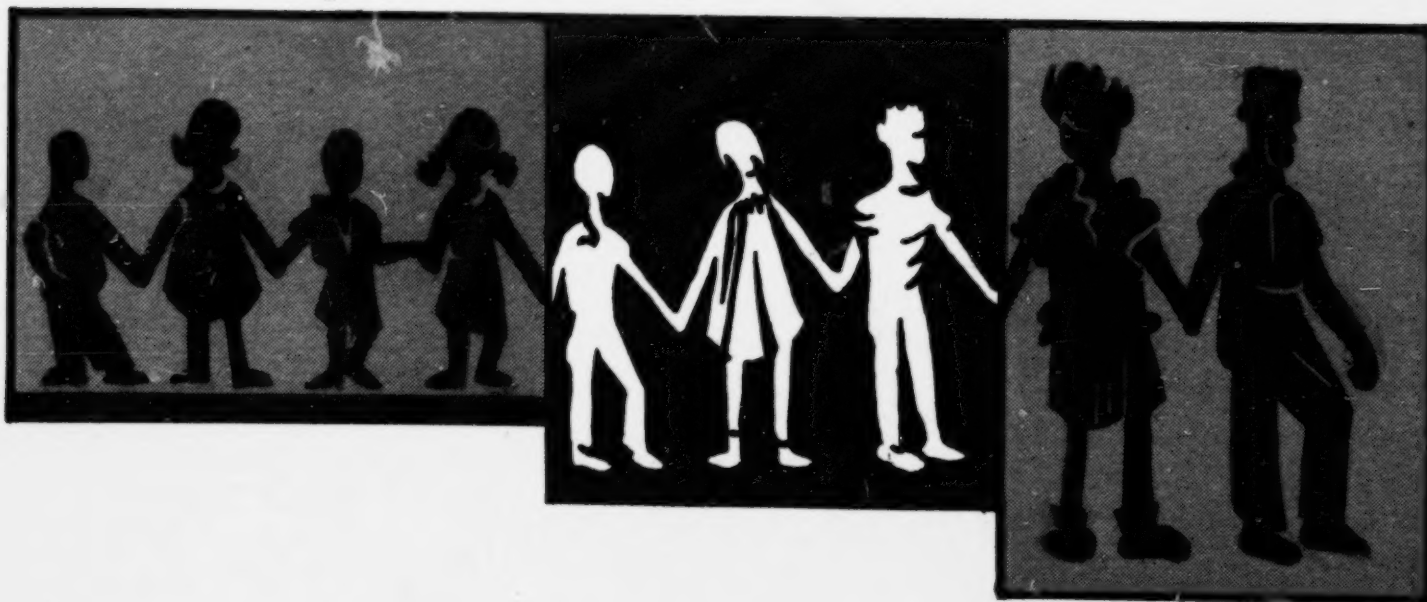
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CURRICULUM

GUIDE

for

SOCIAL STUDIES



CHICAGO PUBLIC SCHOOLS

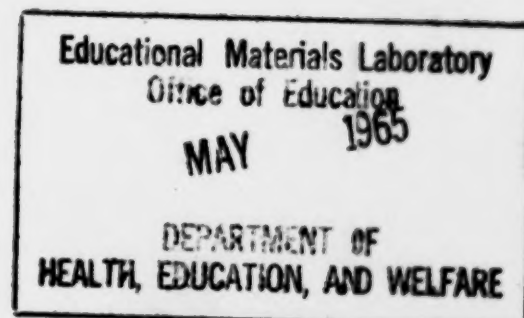
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CURRICULUM GUIDE FOR THE SOCIAL STUDIES

FOR GRADES 3,4

BENJAMIN C. WILLIS
General Superintendent of Schools

**BOARD OF EDUCATION
CITY OF CHICAGO**



CURRICULUM GUIDE FOR THE
SOCIAL STUDIES

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of the
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Chicago, Illinois

FOREWORD

The social setting is an important factor in determining what shall be taught in the social studies. We are living in an era of many and rapid changes, many of which are reflected in the social studies curriculum, including urbanization. Such trends are emphasized in the teaching of social studies in the elementary school.

All mankind—of every race and culture, of every time and place—is our concern here. Each man—in his personal needs, fears, hopes, failures, and successes—his relations with other individuals on his own or as a member of social groups—is the subject of the social sciences from which are derived the social studies taught in the elementary school. Therefore in teaching the social studies we recognize the fact that education must be multi-cultural and cross-cultural. We place great emphasis upon the teaching of American ideals.

The Curriculum Guide for the Social Studies has been developed to provide materials and experiences drawn from the various disciplines of the social sciences which will assure for each child the development of those concepts, understandings, skills, values, and ideals which are necessary for him to live a rich, full, and effective life both as an individual and as a productive member of society.

Provision has been made at each grade level for the development of such important characteristics as an appreciation of our cultural heritage, effective citizenship, economic competence, and good human relationships. It is recognized that in the decades ahead, skills in evaluation and discriminatory reading, which are especially important in this era of mass communication, problem solving skills, and the ability to make wise decisions may be crucial to the fate of mankind. A sequential skills program is integral to this curriculum; the skills are practiced at every grade level. We have made every effort to comply with the expressed desires of the teachers to provide materials at all levels that will assist them in meeting the dynamics of change.

BENJAMIN C. WILLIS
General Superintendent of Schools

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Goals of the Social Studies We believe:

that children should be guided toward democratic values and behaviors which are the foundation of our American way of life in order that each child will have the freedom and opportunity to develop his innate capacities in our democratic society. To accomplish this it is necessary:

to develop a sound and functional knowledge of historical events and their causes, the interrelationship of man, and the basic social processes in which man engages to meet his basic needs in his efforts to improve his ways of living

to instill a sense of responsibility in the individual toward governmental functions and their impact on daily living

to inculcate an appreciation and respect for other persons which will be evidenced in behavior toward others that is based on respect for individual dignity regardless of race, creed, national origin, or social or economic status

to stimulate the ability to think critically and creatively in all situations involving human relationships

SOCIAL STUDIES includes:

HISTORY
GEOGRAPHY
POLITICAL SCIENCE
ANTHROPOLOGY
SOCIOLOGY
ECONOMICS
ARCHEOLOGY
SOCIAL PSYCHOLOGY
DEMOGRAPHY

to provide practice in democratic action at school and community levels which will develop group skills and social competencies based upon respect for differences of opinion, the processes of group decision making, and a respect for the rights of the individual

to provide opportunities for each child to become a democratic person whose behavior and attitudes are consistent with our democratic principles of cooperative group living

to recognize the increasing need for world understanding, exploring implications of scientific and technological advances for human welfare

to foster a concern for the needs and problems of others in order that we may bring about changes consistent with our democratic ideals

to encourage the use of problem solving techniques in considering issues facing people in an increasingly complex society





AN APPROACH TO THE TEACHING OF SOCIAL STUDIES

A Definition of the Social Studies

In the elementary school, the social studies are concerned with man in his social and physical environment, considered from the viewpoint of the various disciplines which comprise the social sciences. Among these are history, geography, political science, anthropology, sociology, economics, archeology, social psychology, and demography. The viewpoints of these disciplines are an integral part of the approach to the subject content, which includes such areas as the ways that people live and work together; the history and development of our country, state, and city; urban living in the metropolitan areas of the world; customs, values, and cultural heritages of mankind; ideals of democracy and good citizenship. Both the content and the activities of the social studies provide opportunities to develop insight into human relations and to practice the skills, values, and ideals essential to perpetuating our American way of life.

The Role of the Social Studies in the Curriculum

Major changes in the American way of life in the last two decades, resulting from the rapid development of the basic disciplines and the changing relationships among the peoples of the world, have increased the need for developing the highest quality of democratic citizenship in all children. The responsible citizen believes in the inherent dignity of man and he is tolerant, understanding, and humane. He realizes that the freedoms of our world can be preserved and advanced in an intellectual manner. The power of depth perception may be furthered through the social studies. Through these studies, we may direct our efforts toward building a sound foundation of knowledge of our democratic way of life, an implicit faith in it, and a firm belief in these values.

It is the unique function of the social studies, because of the nature of the content at the elementary school level, to constitute the basis for implementing and strengthening democratic attitudes, understandings, beliefs, and behaviors. While the social studies content is a focal point, it is important to recognize that all areas of the curriculum contribute to the achievement of these goals.

Every teacher must be aware of the possibilities which exist for citizenship education in classroom, extraclass, and school activities; he should capitalize on each situation which makes effective citizenship a meaningful, living experience.

Democratic Values in the Classroom

More than any other subject field, the social studies demand that democratic values and behaviors permeate every phase of teaching and learning. All aspects of the program must be consistent with this belief - the objectives or goals to be achieved, the teacher-pupil planning, the method of work, and the process of evaluation. When democratic values are soundly established and consistently practiced by teachers and pupils throughout the entire learning process and in every classroom and school situation, the ideals of democratic citizenship can be more clearly understood and more fully realized by the pupils.

The Organization of the Committee

The committee for the social studies of the elementary school was formed from members of the Curriculum Council in the year 1961-62, as a part of the continuous program of curriculum development and evaluation in the Chicago public schools. Its members represented teaching and administrative staff from each section of the city and from schools of varying sizes.

The function of the committee was to assess the status of the program in the social studies at the elementary school level, to evaluate the Supplement to the Teaching Guide for Social Studies, published in 1959, to survey the results of modern research and changing world views, to determine ways of strengthening the social studies in relation to changing needs, to provide opportunity for each child to develop to the best of his ability, and to develop additional materials to accommodate pupils of all abilities.

The committee engaged in a variety of approaches to the evaluation of the program. The following list includes some of the activities:

1. An analysis was made of the Supplement to the Teaching Guide for the Social Studies to determine the most suitable grade placement of topics in terms of the changing needs.
2. The grade placement of topics in curriculum guides from other large cities in the United States was examined.
3. The desirability and adequacy of the "theory of expanding environment cycle" for the primary grades was re-assessed.
4. Surveys of teachers' opinions and suggestions were conducted at the primary level, intermediate level, and upper grade level in all schools in the city. Responses were received from every school. These responses included reports of teacher opinion on basic questions discussed in each school at four different meetings as well as on a complete analysis of each unit in every grade. As a result of this intensive study, weaknesses and strengths in the supplement were systematically determined.

5. Resource teachers, representative of each section of the city school system, formed a team to begin the writing of the Curriculum Guide for the Social Studies during the summer of 1962.
6. A bibliography of materials dealing with the teaching of the social studies was compiled for the use of members of the committee.
7. Research findings and current materials on methods of providing greater experiences and better understandings of social studies concepts were studied.
8. The work of the summer team was subjected to further modification and expansion by the consultants in the Department of Curriculum Development.
9. University subject specialists were consulted.

Findings of the Survey

Among the many valuable suggestions received from the hundreds of classroom teachers throughout the city was the proposal to approach the problem of international understanding from the viewpoint of intercultural relations and cultural areas in the modern world. In the teachers' judgment, an understanding of the interdependence of the cultures of the world is essential to modern geography and foreign relations.

In response to teachers' requests and in recognition of the continuing trend toward urban living, the problems and characteristics of urban living have been incorporated into classroom topics in the grades from the primary through the upper grades. Throughout the grades, the various aspects of citizenship are integrated into the subject matter so that the practice of citizenship is a living, active process.

The Kindergarten-Primary Level

Teachers expressed the desire for a sequence of topics in keeping with the interests and needs of the modern child for each year at the primary level. The guide has been redeveloped and expanded at this level in keeping with teachers' requests. Due to influences of travel, television, and other modern communication media, awareness of the world beyond his own immediate environment is more and more a part of the experience of the child when he enters kindergarten. Therefore, while the kindergarten-primary program is based upon the theory of the "expanding environment cycle" as before, it takes the child beyond his own local environment of home, school, and community within an urban area to a similar environment in another urban area in the United States and in an urban area in another country.

This change is in keeping with the results of both research and the suggestions made by teachers in response to the city-wide evaluation of the social studies supplement. The new guide provides learning experiences and understandings commensurate with the breadth and depth of the knowledge of today's child and with the needs and challenges facing today's child in tomorrow's world.

Necessarily there is a similarity in themes at the grade levels, since the entire kindergarten-primary program is centered about the home, school, and community both here and abroad. These recurring strands give continuity to the learning experiences of the primary child. They provide additional opportunities for the child to build upon previous concepts and to broaden the meaning of familiar concepts.

At times these themes may appear repetitious, but teachers will recognize that not all children will have the advantage of kindergarten experience. Therefore, because the initial school experience for some pupils is in the first grade, the same themes are offered but from a different and more mature point of view. The teacher, working with the group, must adjust the suggested theme to meet the needs, abilities, or interest of the class. These adjustments should be the result of a meeting with the principal and the other primary teachers in the school. Curriculum content in a school system with the diversity of pupil population found in the Chicago public schools necessarily requires adaptation to the individual school and to the particular group of pupils. However, due to the mobility of our population, it is essential to follow the outline of content which has been prepared, but to adjust it to the local situation. It becomes the task of the school curriculum committee to evaluate and select what is profitable and necessary in terms of the social, emotional, and intellectual development of the pupils in the school.

The Intermediate Level

The intermediate program extends the continuity of "the expanding environment cycle" by proceeding from the study of our own state to geographic regions of the United States, and then to geographic regions of both the western and eastern hemispheres. The subject matter content is so arranged that the child progressively studies cultures, first our own and that of our nearest neighbors, and then other cultural areas and their interrelationships in the modern world.

While the approach to this material continues to be centered around man's ways of living, increased emphasis has been placed upon developing understandings, attitudes, and appreciations of the contributions of all cultures to our modern civilization. The study of cultural areas gives the teacher added opportunity to make maximum use of current events in extending and applying learning experiences and insight to the need for better world understanding. This program will expand the horizons of the pupil's awareness of other ways of living; appreciation of our own rich heritage will result as a natural outgrowth.

The Upper Grade Level

The curriculum content for the upper grades, according to information from teachers of seventh and eighth grades, and findings of modern research, should be a study of the emerging United States from earliest times to the present. A chronological sequence is followed so that the pupil may be made conscious of the progressive historical changes which have contributed to the settling and founding of our nation and its rise to the rank of a great world power. The social studies program seeks to provide insight into our national development and an analysis of the cultural contributions of other nations. The increasing amount of historical content and the need to understand contemporary inter-relationships of all nations must also be considered.

The understanding, appreciations, and skills necessary for informed and active citizenship that have been strengthened by study of our historical development are reinforced by a study of our national, state, and local government. An appreciation for the privileges and responsibilities in our democracy can best be developed if young citizens growing into maturity are aware of developments in the past. This maturing of a sense of responsibility is then related to a study of Chicago and its future. Thus, the entire program in the social studies is built toward the development of better citizenship in our democracy. In carrying out our program, ample provision is made in this way to comply with the requirements of Illinois Public Law 195 at the end of the eighth grade.

Format of the Materials

The format for the materials used in the Supplement to the Teaching Guide for the Social Studies was given general approval by the committee, the resource teachers, and the teachers in all the grades in the city-wide evaluation reports. As a result, the Curriculum Guide has retained the same format. Each unit has the following parts:

1. Basic Understandings, Skills, Attitudes, and Appreciations
2. A Content outline
3. Learning Experiences and Activities
4. Resource Materials

The first page of each unit is arranged in two columns; the first column on the left indicates the basic understandings, skills, attitudes, and appreciations to be developed. These have been selected on the basis of the developmental level and growth characteristics of the pupils. The second column on the left-hand page lists the outline of content for the topics to be taught.

On the right-hand page and on the pages which follow, suggestions are listed for experiences and activities to be performed on an individual basis or in group work by the pupils. It is intended that these suggestions be used by the teacher as guides in planning with the pupils the types of activities which are best in terms of the group and its particular purposes.

The fourth section, at the end of each unit, contains lists of resource materials available to teachers from the Board of Education approved lists of textbooks, films, filmstrips, pictures, maps and globes, music, poetry, and library materials.

Organization of the Materials

At each grade level, the material is organized in units on the basis of topics in the content outline. Variations which occur in the number of units allocated to a grade have been carefully studied to determine that the amount of material is reasonable and realistic in terms of achievement.

Each unit plan represents the pre-planning which the teacher ordinarily would do in preparation for the unit. The content, the experiences and activities, and the resource materials indicate the essential elements necessary to the development and evaluation of the understandings, skills, attitudes, and appreciations set up in the columns on the page at the left. This plan aids the teacher in introducing the topics to the class for further teacher-pupil planning. Selections may be made on the basis of quality or quantity of experiences in relation to the needs, interests, and ability of the group.

The committee agreed that it was not possible, because of limitations of time and space, to provide complete resource units for each topic; nor was it deemed advisable to provide teaching-learning units based on one phase of a specific problem. It was decided that the unit plan adopted by the committee and used in this guide would provide sufficient flexibility. The units herein contain all the necessary elements of an approved resource or teaching-learning unit without the comprehensiveness of the one or specificity of the other.

Use of Materials

The units in the guide are the basic program in the social studies from kindergarten through eighth grade. Additional topics may be included based upon community events or current happenings that stimulate children's interests. It is expected that the teacher will capitalize on current interests, incorporating these as units into the regular program.

To use the materials in the guide effectively, the teacher must become familiar with the content and the general purposes stated in the overview,

in addition to the suggestions in the unit. The teacher should then examine the basic understandings, skills, attitudes, and appreciations in the first column; these represent the objectives of the unit.

The understandings, stated as generalizations for teacher use, will be formulated by the pupils and therefore will be expressed in their terms. It is expected that the basic understandings will be the outgrowth of the learning experiences and will assist in organizing thinking and learning in relation to the problem studied. They also serve as a means of interpreting similar and different situations.

Three types of skills are enumerated for emphasis in each grade: map and globe skills, reading skills, and social skills. Growth in the skills should be continuous and, from the time they are introduced, it is expected that the work of each succeeding grade will extend their use and application. The skills are closely related to the content and the experiences but are not necessarily dependent upon them. At any time that children indicate readiness through interest or need for a particular skill, if it is within their intellectual grasp, the skill may be introduced.

The attitudes and appreciations represent desirable changes in behaviors. They are based upon ideals and values which are important elements of the social studies program. The behaviors selected for inclusion are closely related to the learning experiences and content but do not preclude the inclusion of others which the teacher may add on the basis of his knowledge of the children.

Use of Content Outline

The content is outlined to indicate the points of emphasis for the teacher's use. The outline should be useful in planning and organizing the sequence of understandings to be developed as well as in apportioning time to maintain a balance in the total grade program.

Scope of Learning Experiences and Activities

The learning experiences and activities include a broad range to meet the needs, to provide for the abilities, and to challenge the interest of the average heterogeneous group of children. The diversity of experiences suggested indicates the number and kinds of activities, other than reading, which are profitable for children in social studies. Special emphasis has been given to activities developing map skills, group skills, problem-solving, and critical thinking.

Provision for Individual Differences

Provision is made for varying abilities through challenging activities in research, the organization of reading and report materials, special responsibilities in group work, and the use of supplementary advanced reading materials. Activities which are marked with three asterisks are suitable for the more able pupil; those marked with one are suitable for the less able pupil. The remaining activities are suitable for the entire class. It should be kept in mind that a wide range of activities may be used with any pupil providing the depth of understanding or insight expected is compatible with the potential ability of the pupil.

In allocating the activities to ability levels, it must be remembered, however, that the determination of what may prove challenging to the more able pupil or suitable for the less able pupil must be left to the judgment of the individual teacher. The teacher remains the final judge of how these activities are used, what additions are necessary, and the appropriateness of the experiences suggested in relation to the individual child and the group needs.

Resource Materials

To facilitate the use of resource materials, lists are included of the basic and auxiliary textbooks with the numbers of the pages that are related to the understandings and content in the unit.

Library books from the approved List of Elementary Library Books, 1963 as well as those previously approved, have been listed for the convenience of the teacher.

Picture series are included from the auxiliary materials when appropriate to the topic.

Films and filmstrips from the approved list are included. Although activities are suggested for the use of films and filmstrips in the units, it is not intended that only these be used. Others are equally useful, but a selection was made to indicate some pertinent materials and a sample of the ways in which the teacher can make the best use of this type of teaching aid.

The inclusion of appropriate music, recordings, and poetry will assist the teacher in enriching the experiences of the pupils through creative and artistic media. Folk songs, native to world regions, are an excellent means of developing a better understanding of other cultures. The love of beauty is universal. The language of music and poetry through its aesthetic appeal creates a bond among all peoples.

All races, ethnic, and religious groups have made significant contributions to the greatness of our country in every period of its history. Every effort has been made to include representative leaders and their contributions. Bibliographies for the various units include representative materials appropriate to the unit and maturity level of the child.

Development and Enrichment of Understandings

At the elementary level, much time must be devoted in the social studies to the development of clear, specific concepts. Many familiar concepts have a special significance in the social studies; for example, plains, rainfall, population density, channel, democracy.

Because of the wide range of abilities and experiential background found in most groups of children, the teacher will find varying degrees of conceptual understanding from that with no meaning to that with rich, full meaning.

It is important to provide many first-hand contacts to help develop clear, concise concepts. The pupil is guided toward an accurate understanding of social studies concepts through the use of realia, models, construction projects, resource persons with personal experience in the field, other resources of the community, and critical observation during field trips. Generally, the richer the background of information the teacher provides, the deeper the understanding the pupil will have.

Concept building is a gradual process in which rich meaning at increasingly higher levels of development brings about steady growth toward broad generalizations. The making of generalizations involves the ability to perceive relationships among concepts, to recognize the existence of alternatives of choice, and to accept responsibility for choices made. For example, the study of buying food for family use in the primary grades; the problems of production in agricultural areas, and the interdependence of industrial regions and agricultural regions of the world at the intermediate level; and world production at the upper grade level show the process of building generalizations.

With each new, meaningful experience, the child is able to make more perceptive generalizations. It is important, therefore, that the same concepts be encountered again and again at succeeding higher levels of development so the child can extend, enrich, and deepen the meanings involved in them. Varied, rich understandings lead to deeper insight and more discerning generalizations.

Development of Map, Globe, and Chart Skills

Maps and globes are useful tools portraying geographic location and distribution. They are the only means of giving concrete experience to the spatial arrangement of natural and cultural features. First-hand experiences with environmental factors should precede map study whenever possible;

however, where the area studied is removed from the immediate environment and is beyond the child's ability to visualize, maps and globes are the means of clarification. The use of maps and globes should be an integral part of every social studies experience.

The interpretation of maps and globes requires special skills, and the acquisition of these skills should not be left to chance. Throughout the elementary grades, provision should be made in the classroom activities for definite instruction in the use of these materials. To facilitate instruction, each unit lists the pertinent map and globe skills for the grade level, thus providing the sequence and the pattern for continuous development. It was not considered necessary to include in the skills section of each semester the skills previously taught; these, of course, continue to be essential in the interpretation and application of the more complex understanding of succeeding grades.

A chart, "Suggested Sequence Chart for Map and Globe Skills," is included in the materials to assist the teacher in viewing what precedes and what follows in the teaching of map skills. It may be necessary for the teachers of the primary, intermediate, and upper grade groups to make some adjustments until pupils have attained a level of performance in keeping with their abilities and their optimum level of achievement. In any classroom situation, the teacher is the best judge of the group's readiness for the skills.

Reading Skills

In each unit, reading skills are listed which have been selected in relation to the developmental level of the child, the types of classroom activities, and the recommendations in the language arts program.

Reading in the social studies provides the child with the opportunity to utilize the basic reading skills in a meaningful manner. As the child reads to obtain needed information to participate in committee work, to prepare a personal report to the class, to collect data on a challenging problem, or to compare sources, the quality of his learning in the social studies improves.

Improvement in reading skill tends to be accompanied by improvement in understanding the concepts of the social studies; the two interact.

Social Skills

Social growth is an inherent aspect of the social studies program. The skills selected for emphasis in each unit indicate to the teacher a pattern of sequential development in socio-civic competencies. Others of equal importance to group or individual needs may be added by the teacher.

The climate of learning in the classroom is of major importance in promoting social growth. When the learning situation is carried on in a

democratic atmosphere of cooperation and mutual respect, the pupils can better understand the basic ideals of democratic living.

The learning situation promotes social growth when (1) the classroom has a friendly, comfortable atmosphere; (2) opportunities exist for children to plan and evaluate their activities; (3) children are encouraged to assume responsibility for their actions; and (4) a desire is stimulated for participation in group activities.

Current Events

The use of current events in social studies is a highly desirable and integral part of the program. Among the major purposes in utilizing current events in the classroom is the need to help children understand that history is an ever-evolving process, that current events are history, and that history is part of their lives. Today's events become a part of our historical heritage. It is important, too, that children see and understand that today's happenings are an outgrowth, or a result of yesterday's events. Current events used in relation to the units being studied can contribute to the development of a sense of historical perspective and continuity. The amount of information obtained from the daily news reports can bring pertinent facts to the study of world cultures which are changing constantly.

A study of current events is a means of developing critical thinking. It is a means of knowing about the achievements of other people. Because of the importance of current news in relation to social studies understandings, extensive use should be made of these materials at all grade levels.

The reading of current affairs presents several difficulties for the elementary school pupil; namely, that of selection due to the relative significance of the type of news items in local newspapers, that of vocabulary, and that of interpretation due to a lack of sufficient background in the subject. Each of these problems presents a challenge to the teacher, but it does not follow that newspaper reading should be eliminated. Rather, it does indicate that the teacher has a definite responsibility in relation to the development of skill in reading and interpreting current news. The teacher may use current events as a guided reading lesson pointing out the need for careful analysis of news events in the light of contributing world events.

Perhaps the best solution to initiating the reading of current events is to be found in the utilization of children's publications in this field. The advantages of the many materials available are in the selection of news items on the basis of interest and needs, in the simple vocabulary, and in having the same topic available to all members of the class. Some publications use the same news topic in each weekly edition. Papers at several grade levels may be used in the class simultaneously, thus making provision for a range of reading abilities.

During the latter part of the middle grades and in the upper grades, provision should be made for including items of interest from newspapers and magazines. These materials may supplement or replace the children's publications according to the needs or purposes of the activity in the unit. Newspaper reports, a primary source in history, should be evaluated on the basis of reliability, relevance, sufficiency, and interpretation.

At all times, the teacher must be ready to capitalize on the interest children express in current affairs since they offer excellent opportunities for motivating an interest in historical happenings and creating a desire to explore further information on the topic. For example, the picture which a primary-grade child might bring to school of an important person, such as that of Colonel Glenn or other astronauts, provides an excellent opportunity to discuss significant historical information at the primary level.

Student Council

Pupil participation in planning and managing school activities provides numerous opportunities to apply the basic elements of democratic citizenship. Because the school is a unit very similar in structure to the community, the practice of effective citizenship in school life often lays the foundation for effective participation in community life. The student council provides opportunities to practice respect for the rights and the opinions of others, stimulate a loyalty to the group, emphasize the achievements and effectiveness of group action, and engage in intelligent problem-solving in meaningful activities.

Development of Concepts of Time

To understand historical continuity, an insight into the historical relationship of the past and present is necessary. Throughout the units, numerous activities are included to aid in the development of a "time-sense." Some of the techniques suggested include making a series of pictures showing the development, through time, of means of transportation; relating happenings to events in the lives of his own teacher, parents, and grandparents or in the lives of famous people; organizing events in sequence; and using simple time lines to note spatially the relationships between spans of time in historical periods.

Through the continued application of the suggested techniques it is expected that children will develop the ability to understand terms used in historical time, think of events as a part of a chronological series, relate events of similar periods, and develop an understanding of duration of historical periods.

Development of Concept of Space and Distance

To understand geography it is necessary that the concepts of space and distance be developed through growing awareness of the physical location

of people, places, and regions, the distribution of people and products, the pattern of distribution and relative sizes and shapes of earth space as well as earth distance.

Through actual experience of walking, seeing, or even measuring a yard, a rod, a mile, the pupil is given the opportunity of visualizing and relating actual space and distance to map, globe, or statistical measures.

Evaluation: Purposes, Criteria, and Techniques

Evaluation in the social studies, a continuous process of determining the kinds and extent of changes in behavior which result from learning experiences, achieves several purposes. Evaluation enables the teacher to gain insight into children's needs, problems, strengths, and weaknesses. Through this information, the teacher is guided in planning units, in selecting materials and experiences, and in redirecting and reorganizing teaching procedures. Evaluation also assists in interpreting pupil growth to the parents.

To be effective, evaluation must be (1) cooperatively developed and carried out; (2) made an integral part of instruction; (3) utilized as a continuous process; (4) made in relation to objectives; (5) made in a variety of situations; (6) based upon a knowledge of pupil ability, maturity, and previous experience; and (7) based upon growth in understandings, skills, attitudes, and appreciations.

Evaluation may be made—

through observation by the teacher:

- groups and individuals at work and at play
- use of map and reading skills
- individual ability to plan and work
- individual ability to lead or follow the group

through teacher evaluation during discussion:

- individual contribution to group planning
- pupil evaluation of progress
- personal interviews
- special reports

through charts and checklists:

- individual or group progress
- individual or group procedures
- growth in social skills

through testing:

- pre-testing for diagnostic purposes
- understanding of specific learnings
- ability to use skills in interpretation
- post-testing for growth and achievement

through self-evaluation by the pupil:

progress and achievement
satisfaction of accomplishment.

THE THIRD AND FOURTH GRADE PROGRAM

Purpose

In grades 3 and 4 the general purpose of the social studies is to guide pupils in the development of the abilities, skills, and attitudes necessary to (1) a knowledge of the growth and development of the city of Chicago from cabin to world metropolis; (2) an appreciation of the cultural heritage of Illinois and the other states of our nation; (3) a comprehension of the varied regions of the United States studied in comparison with similar regions of the world; (4) an understanding of the continuing changes taking place in ways of living; and (5) a knowledge of the varying cultural patterns evolved by man in meeting his basic human needs under different social, physical, and economic conditions.

Content

The content includes a comprehensive study of the history and natural features of Chicago, its beauty, its fame, its problems, its place as the center of a great metropolitan area. A comparative study is made of another urban center (New York) in the United States and an urban center (London) elsewhere in the world. Continuing the ever-expanding environment cycle pattern, a study of the regions of the United States is made, beginning with the state of Illinois and the Midwest region. To develop an understanding of the interdependence of man, comparative studies of similar regions of the world are studied as part of each regional study.

Program of Experiences

All of the experiences of the third and fourth grade social studies are organized to facilitate the goals of the program and are selected in terms of the developmental level of the child. A broad range of experiences suitable for individual or group work has been utilized to challenge the potential of each child and to achieve quality in learning within the wide range of abilities and interests. At this point in the educational program, the stage of achievement attained should indicate a degree of efficiency which is commensurate with abilities and age level. The competencies being developed should contribute to personal satisfaction and to an increasing ability in becoming a more capable member of home, community, and nation.

Critical Thinking

Critical thinking is an essential part of individual and group work in the

intermediate grades, and continued guidance in the development of the skills of critical analysis becomes a major task of the teacher. It is especially important that the ability to think clearly, accurately, and critically be developed. Moreover, the habit of using this skill in reading and discussion should be firmly established. Activities in the unit topics of the intermediate grade program provide opportunities for growth in the processes of investigating, inquiring, exploring, and distinguishing between fact and opinion.

Problem-Solving

The habit of using critical thinking in solving or arriving at new levels of understanding of problems should be developed at each grade level. Problem-solving at this stage of development is in a transitional stage, moving out from the more personal and immediate concerns of the child to a wider range of topics--national and world--as interests expand. Effective problem-solving techniques should be developed and used in realistic situations: (1) recognizing and defining the problem; (2) planning ways to solve the problem; (3) collecting and organizing information; (4) putting the plan into action; and (5) evaluating the effectiveness of the attempted solution.

Group Work

Through cooperative group action, democratic behavior becomes more meaningful to the pupil. In the third and fourth grades, group work helps pupils to achieve satisfaction and success in the role of leader and/or follower; utilizes in a constructive manner the proclivity to age-group activities; and enables the teacher to adjust the learning experiences to a wide range of ability levels in the group. When group work has been a continuous process throughout the previous grades, an increasing ability to participate effectively in group activities will be apparent. Meaningful practice in the techniques of informal group work builds a foundation for participation in formal discussion groups and is a prerequisite to higher levels of democratic behavior.

**SOME GROWTH CHARACTERISTICS
OF THIRD AND FOURTH GRADE
PUPILS**

Need for physical activity

Increase of attention span

**Increase of ability to work
cooperatively and to experience
self-realization as part of a
group**

**Natural curiosity and desire to
explore**

**Growth of sensitivity to what is
right or wrong, to justice and
fair play**

**Imagination and creativity with
development of a realistic out-
look**

**Demand for factual knowledge and
precise information**

**Increase of independence in think-
ing and in actions**

**Development of enthusiasm for
collecting**

**Expansion of interests and broader
vocabulary**

**Growth of understanding of time
and space concepts**

**SOME IMPLICATIONS FOR THE TEACHER
OF SOCIAL STUDIES**

**Provide construction work, field
trips, dramatization, role-playing,
and games.**

**Plan units which utilize expanding
interests and greater span of attention.**

**Use group work, with members assuming
responsibility for planning, executing,
and completing projects. Allow groups
to choose own leaders or share the
leadership role.**

**Stimulate curiosity with many materials
—audio, visual, or manipulative. Make
use of materials children bring to
school. Use concrete materials and
firsthand experiences to build ac-
curate concepts.**

**Encourage the establishment of group
standards or rules.**

**Give recognition to creative efforts
in art, music, dramatics, and writing.
Encourage the listing, identifying,
examining, and reporting of specific
processes or phenomena.**

**Develop basic techniques in critical
thinking and problem-solving methods.**

**Provide opportunities for independent
investigation, judgments, and value
choices.**

**Use collections of stamps, coins,
pictures, or realia to motivate
interest.**

**Present new terms, new approaches,
new aspects to extend reading for
information. Develop interest in
the value of the library as a
source of research materials.**

**Provide varied experiences in arranging
facts in timeline sequence. Capitalize
on previous learnings for historical
reference.**

Increase of interest in the importance of people beyond the immediate family or school vicinity

Provide simple stories or biographies of the many people who have served to better the city, state or nation: great leaders for whom schools have been named or other types of monuments have been erected.

Growth in awareness of the symbols of our democracy

Develop the meanings of the American flag, the Chicago flag, and the State flag. Establish the rules for honoring the symbols of government. Remind the pupils to display these symbols regularly.

Development of concern for detail

Provide experiences in selecting and organizing information for specific purposes. Develop simple outlines. Discuss the process for limiting choices of information to the topic being prepared.

SUGGESTED SEQUENCE CHART FOR MAP AND GLOBE SKILLS

GENERAL	SPECIFIC
Ability to Express Self on Maps	Reading and making maps
Ability to Construct Maps	
Ability to Orient and Note Directions Using Maps	Using maps and globes to learn directions and map orientations
Ability to Locate Places and to Express Relative Location on Maps and Globes	Using maps and globes to locate key places
The grade placement of the map and globe skills suggested in the following table is flexible. With each group of pupils, the teacher will find it necessary to make adjustments according to individual abilities, previous learnings, and topics of interest. Any selection should be based on the specific need for this skill and the immediate, practical use which can be made in understanding the problem or topic under study. The skills should begin with simple concepts and understandings, and the experiences should progress successively to include more complex understandings and broader generalizations at each grade level.	Understanding the use of map grids for specific location
	Understanding the relationship between surface features and man's ways of living

SUGGESTED SEQUENCE CHART FOR MAP AND GLOBE SKILLS

	K	1	2	3	4	5	6	7	8
	→	→	→	→	→	→	→	→	→
left and right	→	→	→	→	→	→	→	→	→
up and down	+	→	→	→	→	→	→	→	→
North and South	+	→	→	→	→	→	→	→	→
East and West	+	→	→	→	→	→	→	→	→
the 4 main in- between directions	+	→	→	→	→	→	→	→	→
continent	+	→	→	→	→	→	→	→	→
country	+	→	→	→	→	→	→	→	→
state	+	→	→	→	→	→	→	→	→
province	+	→	→	→	→	→	→	→	→
city	+	→	→	→	→	→	→	→	→
capital	+	→	→	→	→	→	→	→	→
historical places	+	→	→	→	→	→	→	→	→
point of interest	+	→	→	→	→	→	→	→	→
North Pole and South Pole	+	→	→	→	→	→	→	→	→
equator	+	→	→	→	→	→	→	→	→
Tropics of Cancer and Capricorn	+	→	→	→	→	→	→	→	→
Arctic Circle and Antarctic Circle	+	→	→	→	→	→	→	→	→
great circle routes	+	→	→	→	→	→	→	→	→
latitude and longi- tude — degree	+	→	→	→	→	→	→	→	→
low, middle, and high latitudes	+	→	→	→	→	→	→	→	→
elevation	+	→	→	→	→	→	→	→	→
relief	+	→	→	→	→	→	→	→	→
slope	+	→	→	→	→	→	→	→	→
mountain	+	→	→	→	→	→	→	→	→
hill	+	→	→	→	→	→	→	→	→
plateau	+	→	→	→	→	→	→	→	→
plain	+	→	→	→	→	→	→	→	→
valley	+	→	→	→	→	→	→	→	→
moraine	+	→	→	→	→	→	→	→	→
canyon	+	→	→	→	→	→	→	→	→

+

Readiness

▶

Formal Introduction

→

Simple to More Complex Understandings

SEQUENCE CHART (continued)

Using globes to understand
man's exploration into
space

Ability to Read Maps and
Note Distributions

Using map symbols and reading
the map legend

Identifying land forms

Identifying water forms

Ability to Recognize Scale
and Compute Distances

Determining scale of miles

Determining area visualization

Interpreting and drawing
inferences from special
purpose maps and globes

Becoming acquainted with various
projections -- their advantages
and limitations

Using the globe to learn the
causes of day and night and
the differences in seasons

Identifying man made forms

STRANDS OF THE SOCIAL STUDIES PROGRAM

The elementary school program in the social studies has been planned and organized to emphasize, at each grade level and in each year, certain elements which are fundamental to the unity of the social studies program. These elements, or strands, included the principles and values inherent in the purposes of social studies and necessary to the practice of effective citizenship.

STRANDS	Kg.	1	2	3	4	5	6	7	8
CONCEPTS									
Meeting basic needs	*	_____	_____	_____	_____	_____	_____	_____	_____
Adaptation to and modification of environment	*	_____	_____	_____	_____	_____	_____	_____	_____
Interdependence	*	_____	_____	_____	_____	_____	_____	_____	_____
Use and Conservation of resources	*	_____	_____	_____	_____	_____	_____	_____	_____
Historical development				*	_____	_____	_____	_____	_____
Government				*	_____	_____	_____	_____	_____
Cultural heritage	*	_____	_____	_____	_____	_____	_____	_____	_____
VALUES AND IDEALS									
Self-realization	*	_____	_____	_____	_____	_____	_____	_____	_____
Respect for the dignity and worth of others	*	_____	_____	_____	_____	_____	_____	_____	_____
Human relations	*	_____	_____	_____	_____	_____	_____	_____	_____
Citizenship and its responsibilities	*	_____	_____	_____	_____	_____	_____	_____	_____
Patriotism and love of country	*	_____	_____	_____	_____	_____	_____	_____	_____
Aesthetic, spiritual, and moral values	*	_____	_____	_____	_____	_____	_____	_____	_____
Respect for property	*	_____	_____	_____	_____	_____	_____	_____	_____
SKILLS									
Problem solving	*	_____	_____	_____	_____	_____	_____	_____	_____
Critical thinking	*	_____	_____	_____	_____	_____	_____	_____	_____
Economic competence	*	_____	_____	_____	_____	_____	_____	_____	_____
Interpretation of maps and globes	*	_____	_____	_____	_____	_____	_____	_____	_____
Application of communication skills	*	_____	_____	_____	_____	_____	_____	_____	_____
Application of social skills	*	_____	_____	_____	_____	_____	_____	_____	_____
Application of reading skills	*	_____	_____	_____	_____	_____	_____	_____	_____
Participation in group work	*	_____	_____	_____	_____	_____	_____	_____	_____
Application of research skills				*	_____	_____	_____	_____	_____

OVERVIEW OF THE THIRD GRADE

OUR CITY AND OTHER METROPOLITAN AREAS OF THE WORLD

The work of the third grade social studies is concerned with giving the child an insight into the problems, functions, and advantages of urban living; an awareness of the many levels of interdependence (1) of people within the city, (2) of the city and its metropolitan area, (3) of the various metropolitan areas of our country, and (4) of the various metropolitan areas of the world. With this insight the pupil is better able to observe knowledgeably how people have striven and continue to strive to improve their ways of living and to relate himself to the improvement of community and city life.

The specific goals of the learning experiences in the third year are:

to understand that all people living in a large industrial city depend upon each other and upon others in the nation and the world

to understand that through the continuous efforts of all citizens we can improve our ways of living

to instill a sense of pride in the achievements of the people and city of Chicago

to understand that urban areas in every land are cultural, social, economic, and political centers.

GRADE 3

UNIT I

CHICAGO--OUR GREAT CITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES AND APPRECIATIONS	CONTENT
--	---------

Information and Knowledge

The pupil acquires a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A city is a complex of communities living together and working together as an organized political and economic entity.

As a city grows in size, it absorbs other small communities in its immediate vicinity.

Chicago has a population of many diverse religious and ethnic origins.

Chicago attracts many people because of its economic advantages of location and resources.

There is a relation between density of population and diversity of occupation.

Transportation is an important factor in the growth of large industrial centers.

Surrounding areas contribute in great measure to Chicago's position in national and international economic affairs.

A. Physical features

Location
Size
Geography
Density
Community components

B. Diversity of population

Variance in ethnic backgrounds
Differences in geographical origin
Differences in occupation

C. Important advantages

Central location
Transportation hub
Rich farmlands
Resources for industries

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Physical Features

*Note the location of Chicago as it is pointed out to him on a map of the United States and on a globe.

Begin keeping a social studies vocabulary book into which he will copy new words encountered in the course of the year's work. List the names of Chicago, Lake Michigan, Chicago River, United States, and the Middle West. Draw a picture to illustrate the word or the form when possible to show how these appear on the map.

***Compare a city map with a map of the United States and the globe. Tell which shows more of the earth's surface. Explain why a map of Chicago gives a better picture of how Chicago looks from an airplane than does the dot on the globe or the map of the United States.

*Note the five Great Lakes as they are pointed out on a map. Copy their names and draw a silhouette of each in the social studies vocabulary book.

Make a wall picture dictionary of the five Great Lakes with enlarged tracings of the lakes. Write the name of the lake under each.

Begin to make a salt water map showing the Great Lakes, the St. Lawrence Seaway and the Atlantic Ocean. Add other features of interest to the map as the unit progresses.

Share with the class any experiences of travel around the Great Lakes. Describe the region traversed on the trip.

Tell which direction on the map Lake Superior is from Chicago, Lake Huron, Lake Erie, Lake Ontario.

*Point out on a map the numerous waterways in the Great Lakes region and surrounding areas of Chicago.

***Look for pictures, maps, and articles in newspapers, magazines, and reference books about the St. Lawrence Seaway. Discuss the importance of the Seaway to Chicago.

Place a symbol for Chicago in the proper location on a markable map of the United States and trace the route a ship would follow in sailing to Chicago from the Atlantic Ocean.

* For the academically less able pupil

*** For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

Skills

The pupil develops the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

locate Chicago in relation to Lake Michigan, Atlantic Ocean, and other regions of the nation on a map or globe

become acquainted with map symbols used to designate highways and railway lines

study maps to note the relationship between avenues of transportation and large cities

use map or globe to point out Lake Michigan, Great Lakes, St. Lawrence River, and Atlantic Ocean.

In developing reading ability, the pupil should:

acquire meaning for geographical terms

practice correct pronunciation of new terms

become familiar with map legend as key to reading a map

In developing social skills, the pupil should:

offer suggestions for group projects

listen to suggestions of others

follow through on tasks.

Discuss how Chicago's location may have helped it grow to be the second largest city in population in the United States.

*View the filmstrip "A Big City, U.S.A.". Discuss the various points it shows about Chicago.

Discuss the words of the song "Chicago" by John Alden Carpenter. Explain the phrases "beside her inland sea", "for brotherhood she stands", and "bounty in her hands". Sing the song with the class.

Explain why a large city such as Chicago can be called a close group of many small communities living and working together as one.

Divide a map of the city into large communities. Find out about the customs and outstanding features of several communities. Make a wall chart listing the names of the various communities of Chicago. Begin the list with his own community, such as Lake View, Hyde Park, Austin, Englewood, Avalon Park, and add others.

Ask parents, relatives, or friends who grew up in his community to tell what changes have taken place in the community since their childhood. Base a class mural "Our Community Then and Now" on these reminiscences of older residents in the community.

*Tell about other communities in the city which he has visited or heard about.

Make a simple map of Chicago showing how it is divided into the North Side, West Side, and South Side. Point out the "Y" shape formed by the main channel and branches of the Chicago River. Locate his own community on the map of Chicago. Explain why we do not speak of an East Side of Chicago.

Take part in a discussion in which he assumes the role of a resident of a small town and another pupil assumes the role of a resident in Chicago. Explain why each prefers living where he does.

***Point out on a map of Chicago some of the communities now within Chicago which were at one time separate towns or villages before incorporation into Chicago.

B. Diversity of Population

*Examine a Chicago telephone directory to note its bulk, the mass of names on each page, bearing in mind that it contains only the names of people who own telephones and want their telephone numbers listed. Compare this directory with the classified directory and note some of the different types of businesses and services that are listed in the latter. Discuss what these directories may indicate about the population of the city of Chicago.

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

Attitudes and Appreciations

The pupil should:

recognize the need for many kinds
of workers in an industrial area

appreciate the dignity and worth
of all people

respect the dignity of all types of
work

take pride in being a Chicagoan.



*Collect pictures from the daily newspapers of people at work, at play, at home in Chicago. Examine and discuss the pictures to decide what they tell about people living in Chicago.

Read or listen to selections from The Green Ginger Jar or The Lost Violin by Clara Judson. Make a list of other foreign countries from which people have come in large numbers or are still coming to make their homes in Chicago. Discuss some of the problems confronting newcomers to a strange or "foreign" city.

Locate on a globe different countries from which people have come to make their homes in Chicago. Note Chicago has more people of Polish origin than Warsaw.

Take a poll of the class and other classes in the school to find out what languages besides English are spoken or understood in the community. Discuss how this factor shows that Chicago has gained people and benefits from many different national or racial groups.

*Make a list of the different regions or states of our own country from which friends, relatives, or neighbors of class members have moved to Chicago. Locate these places on the map of the United States and tell in which direction they are from Chicago and how people might travel thence to Chicago.

***Discuss some of the differences in ways of living people coming from another part of our country or the world, or from a rural area, might have to adjust to in moving into a large city such as Chicago. Explain some of the reasons which might have impelled them to come here and some of the difficulties they might encounter in securing work and shelter.

*Make a note of the different kinds of businesses and work to be seen in the local community on a wall through the area or enroute to and from school. Draw up a list of these with the class to which all members have contributed their observations. Discuss whether the community might be compared to a small town within the large city, and why.

*View the filmstrip "Business in the City". Add any new types found in the local community to a list of those taken up in the filmstrip.

Take a field trip around the city and observe the many different neighborhoods in reference to population, housing, churches, schools, and places of business. Trace the route of the trip on a map of the city.

***Make a large wall map of Chicago; divide the city by communities. Locate information from City Hall about the population of the various communities and place the figures on the map. Point out the communities with the highest population figures and note their proximity to the central Loop area. Discuss what these figures probably tell about types of housing within the community.

Contrast the size and problems of serving a town with one or two schools, one police and fire station and hospital with those of serving a city the size of Chicago.

C. Important Advantages

Locate Chicago on a map of the United States and discuss its position in relation to the Atlantic, Pacific, and Gulf coasts of the United States.

Discuss why the central location of Chicago helped assure its development as the second largest city of the United States. Enumerate, on the basis of what has already been learned about Chicago, other factors besides location which have contributed to this development.

*Explain from his previous study of transportation the different means of transport which carry materials or finished products to and from Chicago.

Collect road maps of the United States, the Middle West, and Illinois to illustrate the network of highways radiating from Chicago. Point out the similarity in the appearance on the map of Chicago and the highways to the hub and spokes of a wheel.

*Plan a bulletin board showing the types of transportation that link Chicago to other parts of the United States and the world. List some of the materials and products that might be carried by each.

Study maps showing railroad and airline routes which come into Chicago. Read the story the maps tell about Chicago as the hub of the railroad industry and as the center of air transportation in the United States.

Find pictures of new highways and expressways in newspapers. Share these with the class.

Explain why the Midwest is referred to as "the breadbasket of the nation".

*View the filmstrip "Where Food Comes From" or "Getting Food Ready for Market" from the series Foods. Discuss the importance of the rich farmlands around Chicago.

List other materials useful in making tools, machinery, and appliances that can be found close to Chicago or readily transported here. Discuss the best means for transporting each type of material in relation to ease and cost of transportation.

Explain how Chicago gets the power to run the machines in its many factories, offices, and homes.

Discuss why Cyrus McCormick the inventor of the harvester and reaper over one hundred years ago, decided to build his farm machinery factory in Chicago.

***Plan a TV interview program with such guest stars as Montgomery Ward, Gustavus Swift, Cyrus McCormick, Marshall Field, and Potter Palmer. Have them describe their enterprises and state their reasons for picking Chicago as a good place to start their businesses.

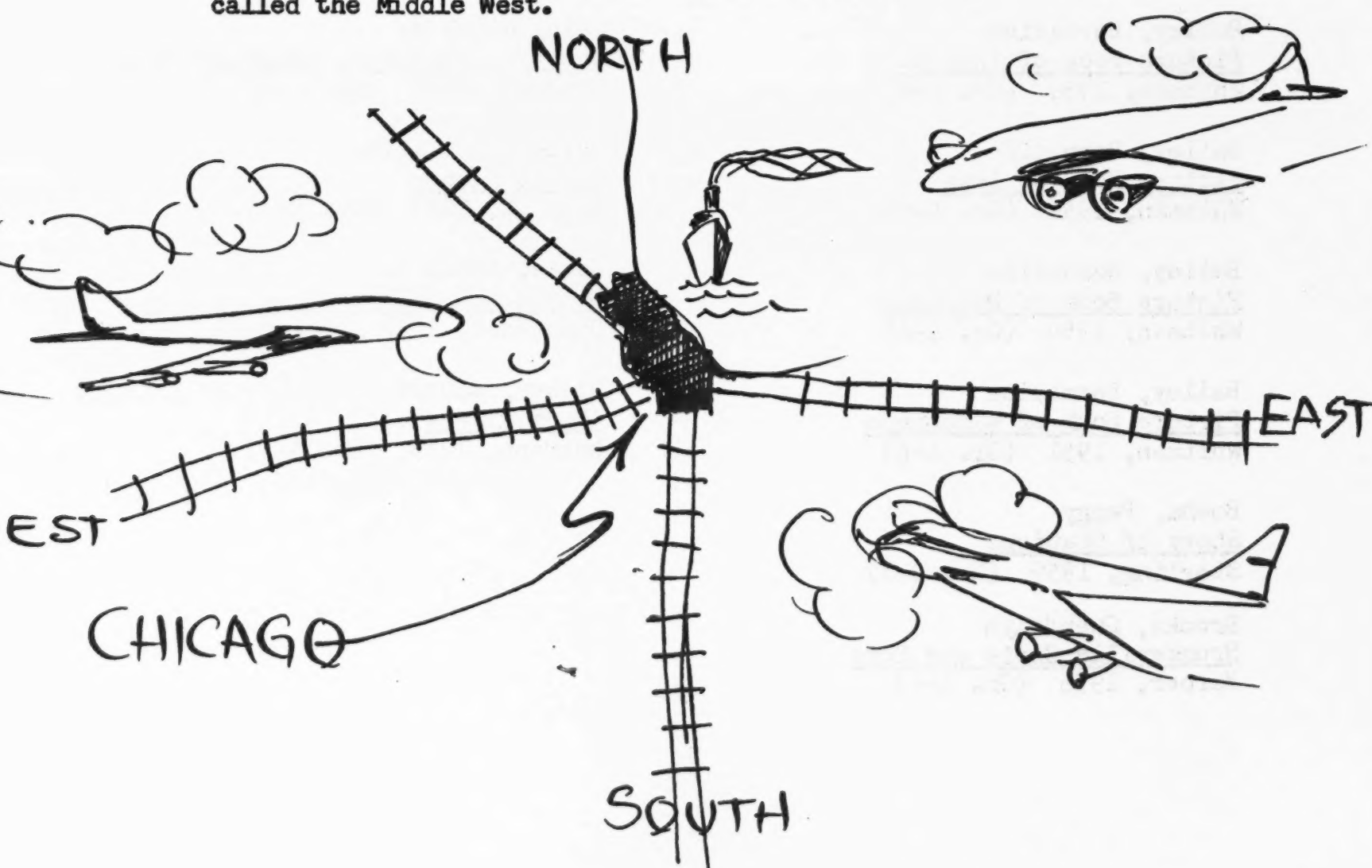
*Co-operate with other members of the class in finding out how many different kinds of factories he can locate within the local community or while traveling in the city. Explain the value of these factories to the community or city.

Participate with the class in planning and making a "Great City Book." Put into the book a few sentences about the size, location, people, and importance of Chicago. Enlist the aid of the teacher in writing out the text with flowpen and of other pupils in drawing illustrations for each page.

Explain how Chicago and the region around it are interdependent upon each other and other parts of the country.

Pretend he is going to fly a plane to Tokyo from Chicago. Show his flight on a map of the world following the shortest route to Tokyo. Show the shortest flight on the globe. Explain the difference in distances between a direct line route on the map and a great circle route on the globe.

Use a map of the United States to point out how people travel to Chicago from Detroit, Milwaukee, Los Angeles, San Juan, São Paulo, Denver, Rome, and Seattle. Tell why our part of the country is called the Middle West.



RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
(University) pp. 3-11

Ratz and Wilson
Exploring Chicago
(Follett) pp. 4-5, 12-13, 40-43

AUXILIARY TEXTBOOKS

Howell et al.
Land of the Great Lakes
(Harr Wagner) passim.

Pygman and Prater
Exploring Illinois
(Follett) pp. 23-80, 94-96

LIBRARY

Bailey, Bernadine
Picture Book of Illinois
Whitman, 1956 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Indiana
Whitman, 1950 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Iowa
Whitman, 1952 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Michigan
Whitman, 1950 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Wisconsin
Whitman, 1951 (Gr. 4-6)

Boehm, Peggy
Story of Stations
Sterling, 1959 (Gr. 5-7)

Brooks, Gwendolyn
Bronzeville Girls and Boys
Harper, 1956 (Gr. 4-6)

Buchheimer, Naomi
Let's Take a Trip to a Bakery
Putnam, 1956 (Gr. 3-5)

Buchheimer, Naomi
Let's Take a Trip to a Fire House
Putnam, 1956 (Gr. 3-5)

Buehr, Walter
Underground Riches--Story of Mining
Morrow, 1958 (Gr. 5-7)

Buehr, Walter
Timber
Morrow, 1960 (Gr. 4-6)

Buehr, Walter
Bread, the Staff of Life
Morrow, 1959 (Gr. 4-6)

Bulla, Clyde R.
Johnny Hong of Chinatown
Crowell, 1952 (Gr. 3-5)

Burton, Virginia L.
Mike Mulligan and His Steam Shovel
Houghton, 1934 (Gr. 2-4)

Cain, Wilma W.
Story of America: Transportation
Fideler, 1959 (Gr. 4-6)

Colonus, Lillian
At the Harbor
Melmont, 1953 (Gr. 3-5)

Cooke, David C.
Behind the Scenes at an Airport
Dodd Mead, 1958 (Gr. 6-8)

Dickey, Albert
About Rivers
Melmont, 1959 (Gr. 3-5)

Earle, Oliver
White Patch, a City Sparrow
 Morrow, 1958 (Gr. 4-6)

Eichelberger, Rosa
Bronko
 Morrow, 1955 (Gr. 5-8)

Elms, Francis R.
Let's Explore the Great Lakes
 Whitman, 1953 (Gr. 4-6)

Estep, Eleanor
Good Times with Maps
 Melmont, 1962 (Gr. 3-5)

Evans, Eva K.
People Are Important
 Golden Press, 1951 (Gr. 4-6)

Field, Elsie K.
Prairie Winter
 Lothrop, 1959 (Gr. 4-6)

Friedman, Frieda
Janitor's Girl
 Morrow, 1956 (Gr. 5-7)

Hall, Natalie
World in a City Block
 Viking, 1960 (Gr. 4-6)

Hammond, Diana
Let's Go to a Harbor
 Putnam, 1959 (Gr. 3-5)

Israel, Marion
Tractor on the Farm
 Melmont, 1957 (Gr. 2-3)

Judson, Clara I.
The Saint Lawrence Seaway
 Follett, 1959 (Gr. 7-8)

Lent, Henry
Men at Work in the Great Lake States
 Putnam, 1958 (Gr. 5-7)

McCullough, John C..
Farther and Faster
 Crowell, 1954 (Gr. 4-6)

Monaghan, Jay
This Is Illinois - Pictorial History
 University of Chicago, 1949 (Ref.)

Payton, Evelyn (pseud.)
Farm Helpers
 Melmont, 1958 (Gr. 3-5)

Rosenfield, Bernard
Let's Go to a Freight Yard
 Putnam, 1960 (Gr. 2-3)

Seredy, Kate
Tenement Tree
 Viking, 1959 (Gr. 4-6)

Shannon, Terry
About Food and Where It Comes From
 Melmont, 1961 (Gr. 3-5)

Sootin, Laura
Let's Go to an Airport
 Putnam, 1957 (Gr. 3-5)

Sootin, Laura
Let's Go to a Farm
 Putnam, 1958 (Gr. 3-5)

Tensen, Ruth
Come to the City
 Reilly and Lee, 1951 (Gr. 2-3)

Wall, Gertrude G.
Gifts from the Forest
 Scribners, 1952 (Gr. 4-6)

Wall, Gertrude
Gifts from the Grove
 Scribners, 1955 (Gr. 5-7)

Webb, Robert
Illustrated True Book of American Railroads
 Grossett, 1957 (Gr. 5-7)

Ziner, Feenie
Wonderful Wheels
 Melmont, 1959 (Gr. 3-5)

FILMS

An Industrial Lakeport (U.S.A.
Buffalo, New York)
20 min. b&w X-G-41

Bread Making
11 min. color X-B-71

Broad Land and Narrow Water
20 min. color X-B-112

Food for Paris Markets
20 min. b&w X-F-78

The Great Lakes: Highway of Commerce
17 min. color X-G-59

How We Know the Earth Moves
11 min. b&w X-H-84

How We Know the Earth's Shape
10 min. b&w X-H-115

Mainline U.S.A.
20 min. color X-M-223

Maps Are Fun
10 min. b&w X-M-19

Maps and Their Meaning
15 min. color X-M-131

Meat -- from Range to Market
11 min. b&w XOM-6

Milk
11 min. b&w X-M-6

Our Community
11 min. b&w X-O-31

Pig Tales
12 min. color X-P-5

Poultry Raising
11 min. b&w X-G-18

Rivers
10 min. color X-R-64

To Market, to Market
11 min. color X-M-85

The Town --the American Scene
10 min. b&w X-T-71

Uncle Jim's Dairy Farm
11 min. color X-U-71

Understanding a Map
10 min. b&w X-U-20

A U.S. Community and Its Citizens
20 min. b&w X-W-93

What Is a City
10 min. b&w X-W-93

Wholesale Produce Market--Part I
18 min. color X-W-84

FILMSTRIPS

Big City--U.S.A.
(2160) color
American

The City Community
(2162) color
E.B.F.

The Earth and Its People
(2186) b&w
"Cattle and the Corn Belt--
U.S.A.--the Middle West"
United World

Earth, Home of Man
(2194) color
"Weather and Climate"
"This Earth of Ours"
"The Surface of the Land"
American

Exploring through Maps
(2198)
"Maps and Their Meaning" color
"We Live on a Huge Ball" b&w
"Flat Maps of a Round World" b&w
"Maps and Men" b&w
Visualcraft

Farm and City

(1364) color

"Life on a Small Farm"
"Life on a Large Ranch"
"Life in a Small Town"
"Life in a Large City"
Visualcraft

Food

(2164) color

"Where Food Comes From"
"Getting Food Ready for Market"
E.B.Films

Introduction to the Globe

(2210) color

"Continents and Oceans"
"Up and Down"
"North, South, East, West"
"Night and Day"
"Hot and Cold Places"
Jam Handy

Introduction to Maps

(2208) b&w

Bowmar

Learning to Use Maps

(2212) color

"Reading Directions on Maps"
"Locating Places on Maps"
"Studying an Area through Maps"
E.B.F.

Maps and How to Use Them

(2222) color

American

MATERIALS FOR TEACHER REFERENCE
AND ADAPTATION

Chicago Board of Education

Curriculum Guide for the Social Studies, 1964
(Grade Eight, Units VI, VII, and VIII)

Judson, Clara

Green Ginger Jar

Scribners, 1951 (Gr. 6-8)

Judson, Clara

Lost Violin

Houghton, 1949 (Gr. 5-7)

GRADE 3

UNIT II

CHICAGO-OUR BUSY CITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A metropolitan area comprises the large-city core and the hinterland whence it derives its immediate supply of foodstuffs and labor.

An industrial city is dependent on other regions for raw materials and for markets.

A metropolitan area plays a vital role in the distribution of goods to other regions in the country and in the world.

Chicago is the focal point of trade and transportation for the regions which surround it.

Modern transportation methods are vital to economic interdependence of rural and urban life.

The effectiveness of government services depends upon the participation and co-operation of every citizen.

Money is the medium by which labor or services rendered are translated into commodities or services desired.

A. Supply of basic needs

Food
Clothing
Shelter

B. Provision for business and industry

Stores and offices
Factories and plants

C. Provision for trade and transportation

Exchange of goods and service
Types of transportation

D. Provision for government service

Lawmaking
Services of the public
Revenue raising
Dependence upon citizen responsibility
Expenditures

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Supply of Basic Needs

View the filmstrip "Food for the Big City" or "Keeping the City Alive."
Discuss why the city cannot feed itself without the help of other areas outside the city limits.

Consider why, after World War II, many city-dwellers in Europe tried to find a home with farmers of their native land.

Discuss what would happen to the people of Chicago, if suddenly all means of transportation into Chicago were destroyed or prevented from entering the city.

Ask parents or relatives what "Victory Gardens" were during World War II. Explain to the class why these gardens were planted.

Write stories about how we get some of the foods we eat, such as bread, milk, meat, fruits, and vegetables. View filmstrip series How We Get Our Foods to acquire useful background information.

Read or listen to sections of the book Meat From Ranch to Table by Walter Buehr to find out how city dwellers must depend upon people outside the city to provide their food supply.

Describe a visit to a farm in the Midwest or to the farmlands which can be seen on a vacation trip in any direction from the city. Tell how Chicago depends on these agricultural areas as a source for food supply.

Plan a visit to a local supermarket and make a list of the places in our country from which foods come, such as Washington apples, Georgia peaches, Virginia hams.

Locate a state on a markable map of the United States, put in its name, and draw a simple picture of the foodstuff sent to Chicago from there.

Bring to class labels from canned goods which indicate the state in which the contents were produced. Locate on the map the various states represented in the collection on the map.

View the film "Wholesale Produce Market." Note the variety of food-stuffs shown and the method of transportation used to bring it to Chicago.

*For the academically less able pupil

***For the academically more able pupil

**BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS**

CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map readiness, the pupil should:

learn to use symbols in reading maps

locate places in Chicago on a city map.

In developing reading ability, the pupil should:

organize details to show sequence of ideas in a topic

select parts of stories for their special information.

In developing social skills, the pupil should:

share information and materials with others

respect materials of others.

Attitudes and Appreciations

The pupil should:

appreciate the necessity of conserving public property

appreciate the possibility for personal satisfactions in earning his own living

Explain why the invention of the refrigerated boxcar helped improve ways of living in large metropolitan areas.

Find out why farms which raise vegetables are called truck farms. From previous study of farming make a list of the different kinds of farms which feed Chicago or send produce here to be stored for shipment elsewhere.

Read to find the source of the water Chicago uses.

***Explain reasons why conservation of water is necessary even though Chicago has easy access to water.

Visit a pumping station to learn how water is supplied to homes and places of industry.

*Compile a list of the various uses for water other than for drinking purposes.

Draw up a list of rules for conserving our water supply which every person might follow to help Chicago conserve this valuable resource.

Tell about a visit to a farm or small town and explain how people got their water supply there.

***Discuss why people cannot go to Lake Michigan or the Chicago River and draw out a pail of water for cooking or drinking whenever they need water.

*Make a tour of the local community to see what kinds of stores there are for buying clothing.

Check the classified telephone directory to see whether or not Chicago has many clothing factories. Discuss the reasons for the number of factories found here.

*Recall from previous study the materials from which clothing is made. Discuss the sources from which we get our various kinds of textiles.

Explain why most people living in a large city such as ours do not make their own thread, weave their own cloth, and make their own clothing.

Explore the local community to see if there is a tailor's shop or a dressmaker in the community. Explain why it is incorrect to speak of a "shoemaker's" shop.

*Describe the different types of dwelling places to be seen in our city.

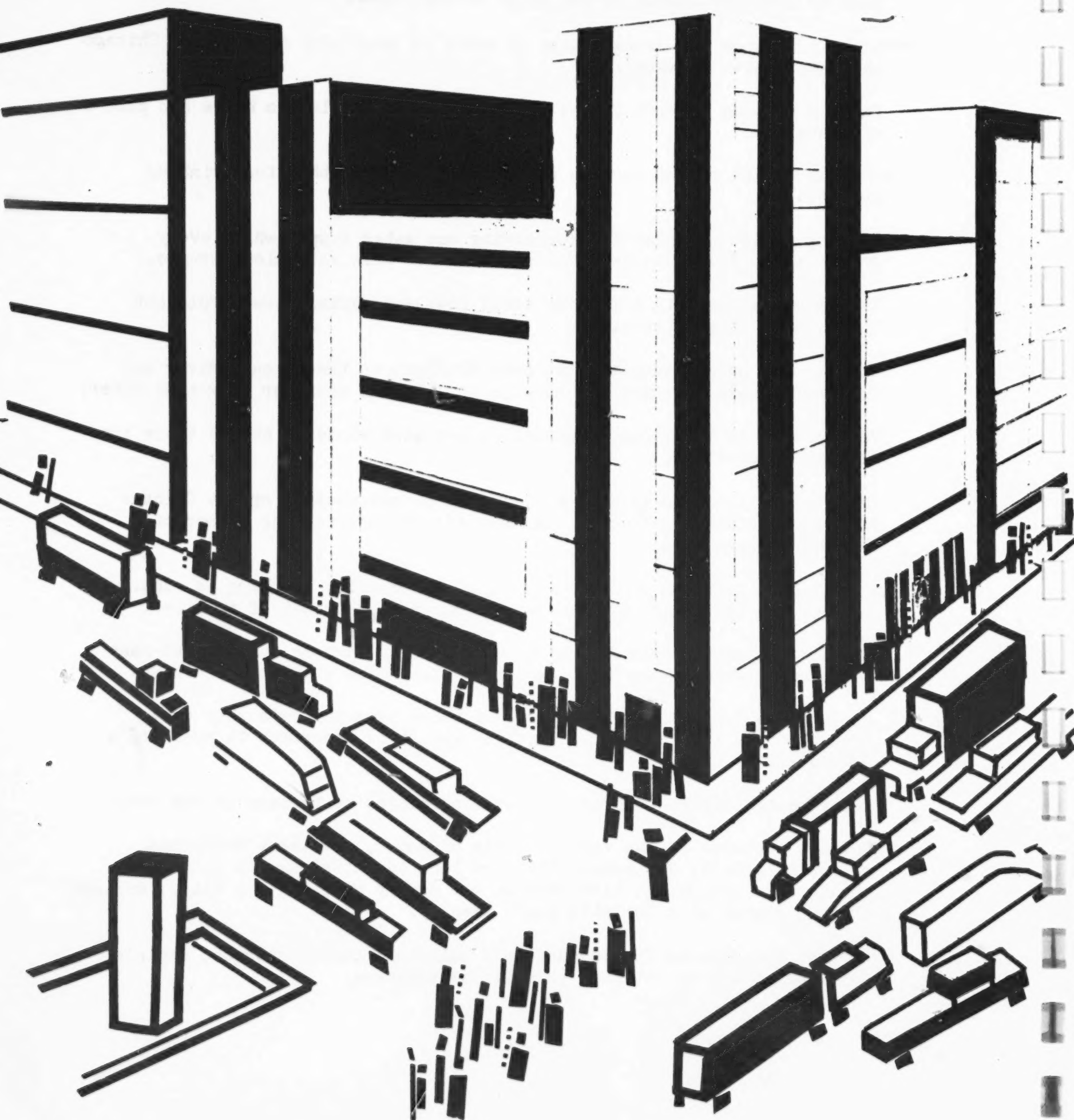
Collect pictures of the various kinds of homes, apartment buildings, projects, hotels, and motels that are located in Chicago to provide shelter for people who live here or are merely visiting the city. Arrange these pictures on a bulletin board display.

*Discuss the reasons for so many tall buildings in our city and explain why small towns do not need to build skyscrapers.

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

begin to identify himself as a
citizen of a great city.



Discuss why so many new housing projects are being built in Chicago where older, smaller houses have been torn down. Explain what the advantages and disadvantages are of living in a high-rise building or of working in one.

B. Provision for Business and Industry

Take a poll of the class of the different kinds of work the adults in their home do or are capable of doing as gainful employment.

*Make a note of all the different types of workers seen in the community in the morning or at lunch time.

Open the classified telephone directory ten times at random and make a note of the different types of service, business, or work listed on the pages. Compare his list with those of other classmates.

*Discuss why a variety of types of work is needed in a large city such as Chicago.

Compare a list such as this with one that would be made in a rural community school, remembering what he has already studied, heard about, or experienced on a visit to a farm.

Discuss the reasons why a city with many large industrial companies needs workers with varied skills.

Divide the list of workers, industries, and businesses into groups, such as "People Who Make Things", "People Who Process Things", "People Who Sell Things", "People Who Perform Services", "People Who Transport Things", and put each type of worker or business under the proper heading.

Discuss why people who live in a large city can make a living doing one particular type of work, such as operating a punch press, driving a taxi, or sweeping floors, while such a skill would not earn them a living on a farm.

*Explain why a truck farmer who wants vegetables and fruit for his Sunday dinner need only go out into his fields and pick them or dig them up, but the city dweller has to go out and buy them. Discuss how the farmer pays for the food he grows on his farm and eats in his own home.

Pretend that money was not in use and discuss what these people would do: the carpenter, who needs food for his family; the truck driver, who needs food for his family and clothing for himself; the farmer who has more food than he needs, but has no truck and needs a new barn; the factory owner who has a warehouse full of farm trucks, but needs food for his family and a new roof for his warehouse. Explain how money helps people turn their working time into things they need.

***Discuss the old saying: "Time is money."

Tell the class about the type of work or business he would like to enter when he grows up. Consider what he would have to know or be able to do in order to succeed.

Plan a frieze to be placed above the chalkboard showing the different types of plants, factories, and businesses with their workers.

Construct an industrial diorama, using various sized paper boxes as buildings to show the different types of plants and factories in Chicago; keep in mind transportation facilities, such as railroad sidings, truck docks, and parking lots that these plants and factories need.

***Discuss why Chicago has zoning laws which restrict certain areas to the building of residences, small businesses, industrial buildings.

Discuss why most of the tall buildings in Chicago are located in the Loop. Consider why there are few large factories in the Loop.

*Plan a class bulletin board on the various kinds of work people do in a city and show pictures of different workers at work. The board may have such groupings as: "People Who Manufacture," "People Who Sell," "People Who Process," "People Who Transport," "People Who Perform Services," "People Who Build," "People Who Repair," "People Who Work in Banks."

Plan a "Man on the Street" television interview program in which each pupil interviewed will tell the kind of work he will do in our city when he grows up.

***Discuss how materials are brought into our city, turned into products, and then transported to stores here or in other parts of the world.

Take a census of parents, relatives, and friends to see how many different kinds of occupations are represented among them and add them to a class record of "Different Kinds of Workers We Know."

C. Provision for Trade and Transportation

*View the filmstrip "Chicago: At The Crossroads of the Nation." Discuss the various kinds of "roads" that cross at Chicago; for example, ground, sky, and water routes.

Use the map of the United States to locate Chicago and the other cities which send things to Chicago or get things from Chicago.

Discuss why Chicago has been selected by Sears Roebuck, Montgomery Ward, Aldens, and John C. Plain Brothers as the best place in which to operate their mail order businesses.

***Refer to the classified telephone directory and count the number of railroads listed. Tell why so many have offices in Chicago. Pick out the names of ten and locate the cities they reach from Chicago.

Watch a freight train pass over a viaduct and write down the names of the different railroad lines on the cars. Share the names with the class and try to locate on a transportation map the lines represented in the list.

***Find out other facts on the side of the cars in a freight train. Report the information to the class.

*Read or listen to the book Let's Go to a Freight Yard by Bernard Rosenfield. Point out on a city map the location of freight yards in Chicago.

***Discuss the fact that Chicago, located in the middle of our country, has many train stations yet no railroad line passes through Chicago on its way to another place: Chicago is either the starting place or last stop of the train.

Discuss the "piggy-back" system of putting truck trailers on flat cars. Tell how this makes transportation faster and easier in many ways.

Plan a visit to the Calumet Harbor. Observe the different types of ships to be seen there and the facilities for docking, loading, and unloading. Make a note of the other types of transportation which are used around the harbor docks.

Consider what other types of transportation are necessary within the city besides those used to carry materials and products into or out of the city.

*List the different types of transportation people living within the city may use in traveling to work or visiting others.

*Share experiences about trips on buses, trucks, trains, and other vehicles that travel about the city.

Make a note of the names on buses, subway trains, or elevated trains. Explain what these names indicate. Try to locate the streets or communities in this list on a map of Chicago.

Locate on a map of Chicago the streets which are carried across the Chicago River by bridges. Tell why it is necessary to have bridges which open.

Plan a picture as a class project to include all types of transportation within Chicago: underground, surface, air, and water transport.

Collect pictures from newspapers and magazines of travel, trade, transportation, industries, and workers in cities anywhere in the world. Keep his collection in two parts: "Cities in the United States" and "Cities Around the World."

***Create an original verse about traveling in the city.

Suggest safety rules to be followed when riding on public transportation. Include good manners while traveling.

*Read the books I Want to be a Bus Driver and I Want to be a Truck Driver by Carla Greene. List the main ideas in each story which explain the reasons for choosing that occupation. Select the reason he judges to be the best.

*Discuss the effects of weather on each of the types of transportation studied.

Participate in a discussion of reasons people want to work besides the need for supporting themselves and their families. List the satisfactions to be derived from performing a job well.

Discuss the ways in which modern highways and expressways aid in the fast and efficient movement of buses and trucks and also help people who drive into Chicago each day to go to work.

Locate on a map of the city the new highways and expressways leading into and out of Chicago.

*Add to the social studies word-book with pictures the new words learned in this unit.

Add to the industrial diorama models of the various types of transportation studied in this unit.

***Collect information from airlines companies which travel to distant lands. Locate on the globe or map the country to which daily flights are made from Chicago. Explain why there is a greater need today for fast transportation than there was long ago.

Use a globe removed from its base to show how planes fly from Chicago in any direction around the world and back. Explain what the term "great circle route" means.

D. Provision for Government Service

*Make a list of the various workers in the community who earn their livelihood by working for our city.

Discuss why people who live together in great numbers have to make and obey rules for their community to insure the greatest safety, welfare, and happiness for all.

Compare a city to a baseball team; tell why a team needs a captain and why certain players play in certain positions; find out the name of the man who acts as "Captain" of our city "team" in Chicago.

Discuss why it is necessary to have rules and regulations in the school. Discuss what rules and regulations are necessary for a large city.

*Collect pictures from the newspapers of the Mayor of Chicago, the City Hall, and the City Council. Share these with the class.

Discuss the duties of the Mayor and members of the City Council.

Find out the name of his local alderman.

*Join with the class in organizing a class council. Divide the class into six "wards," one for each row if there are immovable desks, or four "Wards" consisting of pupils who live north, south, east, and west respectively of the school. Draw up laws for the class and decide upon what officers besides the mayor will be necessary.

Hold an election of officers. Decide what qualities and abilities are needed for each officer to perform his duties efficiently. Discuss why it is necessary in city government to choose efficient leaders to govern groups of people.

Conduct an election campaign. Read David's Campaign Buttons by Catherine Woolley and Let's Go to a City Hall by Louis Wolfe. Discuss how people conduct elections in Chicago.

Set a regular meeting time for the Class Council to discuss class activities and problems. Discuss ways in which the class might divide some of its work among various committees.

Locate his own ward on a map of Chicago. Find out how many wards there are in Chicago.

***Tell why it is not possible for all the people of Chicago to get together to make the laws and carry out the business of the city. Discuss how "representative" government makes it possible to satisfy the wishes of most of the people of a large city. Contrast with "pure" democracy.

*Check the list of city workers in the community; add others that may have been overlooked.

*Read the book Dear Garbage Man by Gene Zion. Discuss why the garbage man is so important a worker in our city. Draw up rules for disposing of garbage safely so that the health and beauty of the local community can be conserved.

Draw a poster showing the wrong way and right way of throwing out home refuse. Explain the difference and the importance of proper disposal of garbage.

*Tell why children who move into a home or flat in the city from a farm have to get used to dispose refuse according to good health practices that are essential among large city groups.

Discuss why every large city needs a health department. List the number of ways pupils come into contact with the health department of Chicago.

Draw a mural showing all the different types of service workers employed in the city of Chicago. Write a short composition explaining the worker or service he performs and mount it below his picture in the mural.

*Participate in a program in which he acts out the role of one of the workers employed by our city; for example, teacher, fireman, garbage collector, clerk, city parking attendant, lifeguard, and others.

Note the number of people employed by the city. Discuss why a large city needs many workers to carry out the functions and services necessary where there are large masses of population.

Consider whether our city government itself could be added to the list of big business and industry to be found in Chicago.

Discuss the social or welfare services available in a large city and the ways in which such services are financed, such as Community Fund, tag days, Poppy Day, March of Dimes and others.

Consider the magnitude of the expenses of city government in financing the many services offered.

Discuss how the city gets the money it needs to pay its expenses.

***Locate items in the daily newspapers detailing the financing of civic improvements--city, state, and federal funds involved.

*Check parking meters to find how much it costs to park by the hour. Discuss how parking meters and city parking lots help our city in two ways in particular.

*Discuss the ways in which he and his family help pay the city bills through rents, sales, property, and water taxes.

***Discuss the ways in which our city can borrow money from its citizens and the way in which bond issues have helped build new schools, the filtration plant, and new highways.

Discuss the topic "Taxes Pay for Our Education."

***Make a chart showing the distribution of the tax dollar.

*Explain how school vandalism wastes everyone's money.

Plan a mural or group-picture showing various ways in which boys and girls help make Chicago a better place in which to live.

Discuss his own role as an effective junior citizen and how his behavior in school, home, and in public helps him reach this goal of effective citizenship.

Draw up a list of things the good citizen must do if he expects his city and government to function effectively.

***Plan a discussion of some of the rights and responsibilities of a Junior citizen in a large urban area such as Chicago.

Make a list of the many laws or regulations designed to protect the life, property, and health of himself and family. Share his list with those drawn up by other pupils.

Plan a simple form letter to be sent to the offices of the Police, Fire and/or Health Commissioner asking that a representative (or literature) be sent to the class to explain how the class can do its share in helping our city government serve all.

Add to his social studies word-book definitions of such words as ward, property, taxes, tenant, vandalism, junior, council, civic.

Write and share with the class original slogans promoting good citizenship or conservation.

*Discuss how our city has to spend money during the winter because of snow and freezing temperatures.

Make a list of other expenses our city incurs in keeping Chicago a clean, healthy, safe, and beautiful place to live.

Figure out how much it costs the people of Chicago to pay for five, ten, or one hundred broken window lights in schools if each light costs \$15 to replace.

Tell where the city gets money. Discuss other items that might be bought for the school if the money for broken windows could be saved.

Make a list of the ways in which our city gets money to pay the bills for the services it performs.

Determine how everyone pays in one way or another for the taxes our city has to collect. Draw up a list beginning with "landlords, tenants, businesses, buyers, car owners." After each, list the ways in which each group contribute to the city's funds.

Plan a chart in three sections. Label one section "Our City Government," another "Services Our City Government Performs" and the third "Who Pays the Bills?"

Discuss the reasons people living in a large city can enjoy and afford more public services than those in a small community.

***Consider which services performed by our city are not necessary in a small community as they are in Chicago.

***Explain how the saying "In numbers there is strength" might apply to explaining some advantages of city living.

*Locate the streets in his community which have parking meters. Make a note of the parking regulations on the meter and the charges. Tell why these particular streets have parking meters while others do not.

*Discuss various licenses issued by our city and why our city issues them.



RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
 (University Press) pp. 121-41

Ratz and Wilson
Exploring Chicago
 (Follett) pp. 65-90

AUXILIARY TEXTBOOKS

Howell et al.
Land of the Great Lakes
 (Harr Wagner)

Pygman and Porter
Exploring Illinois
 (Follett) pp. 81-93, 97-100

LIBRARY BOOKS

Barr, Jene
Ben's Busy Service Station
 Whitman, 1956 (Gr. 1-3)

Buchheimer, Nacmi
Let's Take a Trip to a Fire House
 Putnam, 1956 (Gr. 3-5)

Buehr, Walter
Meat from Ranch to Table
 Morrow, 1956 (Gr. 5-7)

Buehr, Walter
Trucks and Trucking
 Putnam, 1956 (Gr. 5-7)

Buehr, Walter
Cargoes in the Sky
 Putnam, 1958 (Gr. 5-7)

Buehr, Walter
Bread, the Staff of Life
 Morrow, 1959 (Gr. 4-6)

Cleary, Beverly
Henry and the Paper Route
 Morrow, 1957 (Gr. 4-6)

Clymer, Eleanor
Make Way for Water
 Messner, 1953 (Gr. 5-7)

Cochrane, Joanne
Let's Go to a Sanitation Department
 Putnam, 1958 (Gr. 3-5)

Colonius, Lillian
At the Bakery
 Melmont, 1953 (Gr. 2-4)

Colonius, Lillian
At the Post Office
 Melmont, 1953 (Gr. 2-4)

Dean, Lucille
At the Laundry
 Melmont, 1955

Dillon, Ina K.
Policemen
 Melmont, 1957 (Gr. 2-4)

Goodspeed, J.M.
Let's Go to a Garage
 Putnam, 1957 (Gr. 3-5)

Greene, Carls
I Want to Be an Airplane Hostess
 Childrens, 1960 (Gr. 2-3)

Greene, Carls
I Want to Be a Bus Driver
 Childrens, 1957 (Gr. 2-3)

Greene, Carla
I Want to Be a Dentist
 Childrens, 1960 (Gr. 2-3)

Greene, Carla
I Want to Be a Restaurant Owner
 Childrens, 1959 (Gr. 1-2)

Greene, Carla
I Want to Be a Teacher
Childrens, 1957 (Gr. 1-2)

Greene, Carla
I Want to Be a Telephone Operator
Childrens, 1958 (Gr. 2-4)

Greene, Carla
I Want to Be a Train Engineer
Childrens, 1956 (Gr. 1-3)

Greene, Carla
Trip on a Jet
Lantern, 1960 (Gr. 4-6)

Greene, Carla
Trip on a Ship
Lantern, 1958 (Gr. 4-6)

Haywood, Carolyn
Eddie and His Big Deals
Morrow, 1955 (Gr. 4-6)

Hefflefinger, Jane
About Firemen
Melmont, 1957 (Gr. 2-4)

Krantz, Hazel
100 Pounds of Popcorn
Vanguard, 1961 (Gr. 4-6)

Lewellen, John B.
True Book of Airports and Airplanes
Childrens, 1956 (Gr. 3-5)

Notkin, Jerome
How and Why Book of Electricity
Noble, 1960 (Gr. 4-6)

Notkin, Jerome
How and Why Wonder Book of Machines
Noble, 1960 (Gr. 5-7)

Norringer, Virginia
Skip Sees the Signs
Whitman, 1953 (Gr. 2-3)

Radlauer, Ruth S.
Fathers at Work
Melmont, 1957 (Gr. 2-4)

Russell, Solveig
From Barter to Gold
Rand McNally, 1961 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to a Freight Yard
Putnam, 1958 (Gr. 4-6)

Sootin, Laura
Let's Go to a Bank
Putnam, 1957 (Gr. 4-6)

Stever, Dorothy
Freight Yard
Melmont, 1958 (Gr. 2-4)

Thompson, Frances B.
About Miss Sue, the Nurse
Melmont, 1961 (Gr. 3-4)

Wolfe, Louis
Let's Go to a City Hall
Putnam, 1958 (Gr. 4-6)

Woolley, Catherine
David's Campaign Buttons
Morrow, 1959 (Gr. 4-6)

Ziner, Feenie
Wonderful Wheels
Melmont, 1959 (Gr. 3-5)

Zion, Gene
Dear Garbage Man
Harper, 1957 (Gr. 2-4)

FILMS

The Airport
10 min. b&w X-A-99

Assembling a Freight Train
11 min. color X-A-97

City Water Supply
11 min. b&w X-W-11

Defending the City's Health
11 min. b&w X-H-16

The Doctor
10 min. b&w X-D-15

The Fireman

14 min. b&w X-F-12

Gas for Home and Industry

11 min. b&w X-G-13

The Great Lakes: Their Link with Ocean Shipping

11 min. color X-G-61

Machines That Move Earth

16 min. color X-M-190

The Mailman

10 min. b&w X-M-24

Making Bricks for Houses

10 min. b&w X-M-104

Making Electricity

10 min. b&w X-M-124

Making Glass

10 min. b&w X-M-115

Mr. Withers Stops the Clock

27 min. color X-W-102

My Milkman, Joe

20 min. color X-M-212

Out of the Dark

15 min. b&w X-O-37

Petroleum and Its Uses

42 min. b&w X-P-31

The Pipeline

21 min. color X-P-45

The Policemen

11 min. b&w X-P-12

Pride of a City

20 min. color X-P-129

Transportation in the United States

17 min. b&w X-T-52

Water Supply

11 min. b&w X-W-11

What Is a City

10 min. b&w X-W-93

Wheels of Progress

23 min. color X-W-78

Wholesale Produce Market--Part I

18 min. color X-W-84

Your Postal Service

18 min. b&w X-Y-16

FILMSTRIPS

Airport Activities

(2130) b&w

Academy

All Kinds of Houses

(2090) color

Bowmar

Arbor Day

(2152) color

"Preservation of Trees--Beauty"

University of Nebraska Audio

Visual Department

Big City -- U.S.A.

(2160) color

American

Cities of Our Country Series

(2520) color

"Chicago at the Crossroads
of the Nation"

American

The City Community

(2162) color

"Here Is the City"

"Business in the City"

"Living in the City"

"Problems in the City"

"Working in the City"

"Keeping the City Alive"

E.B.F.

Community Helpers Set 2

(2094) color

"Service Station Attendant"

"Street Maintenance Crew"

"Sanitation Department Crew"
 "Dentist"
 "Milkman"
 "Librarian"
 Visualcraft

Community Services

(2098) color
 "Our Library"
 "Our Fire Department"
 "Our Police Department"
 "Our Postoffice"
 "Our Health Department"
 "Our Parks and Playgrounds"
 E.B.F.

Country Community

(2100) color
 "Vegetables for the City"
 "Grass and Hay"
 "Bob Osborn, Farm Boy"
 "Country School"
 "County Fair"
 Carpenter

The Earth and Its Peoples: Group I

(2184) b&w
 "A U.S. Community and Its Citizens"
 United World

Exploring through Maps

(2198) color and b&w
 Visualcraft

Family Shelter Service

(2096) color
 "My Dad Is a Carpenter"
 "Men and Building Materials"
 Long FilmSlide

Farm Fathers

(2102) color
 Long FilmSlide

Food

(2164) color
 "Where Food Comes From"
 "Getting Food Ready for Market"
 "Keeping Food from Spoiling"
 "The Food Store"
 E.B.F.

Food, Clothing, Shelter

(2104) b&w
 "How Man Learned to Shelter Himself"
 "Man's Shelter Today"
 "How Man Learned to Make Cloth"
 "Early Man and His Food"
 Visualcraft

Food for U.S. Growth and Processing

(2106) color
 Carpenter

Fun on Wheels A-114-SAR

(2140) color
 S.V.E.

How We Get Our Clothing

(2108) color
 S.V.E.

How We Get Our Foods

(2086) color
 S.V.E.

Introduction to the Globe

(2210) color
 Jam Handy

Introduction to Maps

(2208) b&w
 Bowmar

Junior Travel Series

(2142) color
 Long FilmSlide

Learning to Use Maps

(2212) color
 E.B.F.

Looking Things Up

(1396) color
 Carpenter

Maps and How to Use Them

(2222) color
 "What a Map Is"
 "Elements of a Map"
 "Using Common Maps"
 "Maps of Physical Features"
 "Maps for Special Purposes"
 "The Globe"

"Flat Maps of a Round Globe"
 "Maps for the Air Age"
 "Maps through the Ages"
 American

Miscellaneous Single Filmstrips

(2070) color
 "A-57 Men Who Come to Your House"
 "A-58 Why We Have Rules and Laws"
 Carpenter

Our Community Helpers--Series 1

(2072) color
 "Baker"
 "The Policeman"
 "The Fireman"
 Long Filmslide

St. Lawrence Seaway

(2364) color
 Bowmar

St. Lawrence--Great Lakes Series

(2362) color
 "Ship and Power"
 Bowmar

Ships and Harbor

(2148) b&w
 "The Fireboat"
 "The Harbor"
 "The Passenger Liner"
 "The Freighters"
 "The Lighthouse"
 "The Tugboat"
 Visualcraft

The Town Community

(2168) color
 "Living in Our Town"
 "Working in Our Town"

Truck Transportation on the
 Long Haul

(2146) color
 Academy

United States Regional Geography

(2326) color
 "The Great Lakes Region"
 "The Gulf Plains"

Wholesale Produce Market

(2166) color
 Academy

MATERIALS FOR TEACHER REFERENCE
 AND ADAPTATION

Chicago Board of Education
Curriculum Guide for the Social
 Studies 1964
 (Grade Eight Units VII and VIII)

Baker, Nina
Big Catalogue
 Harcourt-Brace, 1956 (Gr. 6-8)

Buehr, Walter
Harvest of the Sea
 Morrow, 1955 (Gr. 6-8)

Dreiske, John
Your Government and Mine. Metro-
 politan Chicago
 Oceana, 1959 (Gr. 8)

Kelly, Regina
Beaver Trail
 Lothrop, 1955 (Gr. 6-8)

Kelly, Regina
Chicago: Big-Shouldered City
 Reilly and Lee, 1962 (Gr. 6-8)

McCarthy, Agnes
Let's Go to a Court
 Putnam, 1961 (Gr. 7-8)

Woodson, C. and Wesley, C.
Negro Makers of History
 Associated Publishers, 1958
 (Gr. 6-8)

GRADE 3

UNIT III

CHICAGO--OUR FAMOUS CITY

 BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Chicago ranks among the great cities of the world in importance as an economic and social center.

Chicago continues to grow in importance as its people strive to meet the challenges of rapid growth and expansion.

Numerous cultural facilities are available to further knowledge and to provide recreation.

Education is a major force in improving ways of living.

In a democracy, improvement and progress depend upon individual concern for the general welfare.

Skills:

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

A. Center of attraction

Visitors, tourists
International trade fairs
World fairs
Conventions
Entertainment

B. Center of education

Schools
Libraries
Museums
Research center (atom, medical)

C. Center of architecture

Merchandise Mart
McCormick Place
Prudential, Wrigley, and
Tribune Buildings
O'Hare Airport
Expressways
Housing developments

D. Center of beauty

Parks and playgrounds
Beaches
Trees and gardens
Drives and boulevards
Monuments

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Center of Attraction

*Count or estimate the number of hotels listed in the classified telephone directory and share this information with the class. Discuss the reasons Chicago has so many hotels, among them the world's largest.

*Collect pictures of hotels in Chicago from the daily newspapers or picture post cards.

Consult the library reference books for pictures and information on Chicago as a tourist or vacation center.

*List the things he does during the summer vacation in Chicago. Consider what winter vacationers do in Chicago.

*Discuss pictures of the International Trade Fairs held in Chicago.

Explain why Chicago is a logical place for such international trade fairs. Use the map and globe to illustrate Chicago's ideal location.

Locate on a world map or globe the various countries represented in exhibits at the International Trade Fair.

Write a letter to the United Nations asking for free flag pictures of member nations.

Plan an International Trade Fair Avenue of Flags to be mounted on bulletin board using flag pictures from the UN or making and coloring small flags.

Locate pictures in textbooks, reference books, newspapers or magazines of the Columbian Exposition and the Century of Progress Exposition. Contrast the general appearance of the two. Discuss the significance of their titles.

Point out on a city map Jackson Park and Northerly Island.

Explain why both World Fairs were considered a good way for Chicago to become well-known around the world.

Plan a trip to the Museum of Science and Industry that will include passing enroute the Midway Plaisance and David French's statue of the "Republic" in Jackson Park.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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In developing map readiness,
the pupil should:

learn to identify oceans on map
and globe

use maps to locate countries
participating in International
Trade Fairs and World Fairs

locate important buildings,
streets and places in our city

In developing reading ability,
the pupil should:

use context clues to find meaning
of new terms

increase vocabulary of Chicago
landmarks and places

observe details in pictures to
build conceptual background.

In developing social skills,
the pupil should:

share in the responsibility of
carrying out group tasks.

Attitudes and Appreciations

The pupil should:

become aware of reasons for
economic interdependence

show appreciation for the con-
tribution of planners and builders
to the improvement of our city.

Inquire of long-time residents, neighbors, or relatives concerning their reminiscences of either or both Chicago World Fairs.

Compute the interval of years between the landing of Columbus, the Columbian Exposition, the incorporation of the village of Chicago, the Century of Progress, and the present year.

***Compare the "modern" inventions exhibit at the Columbian Exposition with those exhibited at the Century of Progress. List achievements, inventions, facts known now that had not been discovered or proved in 1933-34.

Discuss why Chicago is called the "Convention City."

***Discuss how many political conventions have been held in Chicago and share information with the class. Collect or show pictures of the Wigwam, Auditorium Theater, International Amphitheatre, the Stadium, and McCormick Place.

List the presidents of the United States who were nominated in Chicago. Collect pictures of these presidents.

Discuss the many other types of civic, semi-political, cultural, religious, business, or educational conventions which gather in Chicago.

*Bring in the theater or amusement section from one of the Sunday newspapers and examine the different types of entertainment offered in Chicago.

Discuss other types of entertainment Chicago offers its citizens and visitors throughout the year whether free or by paid admission.

Explain why a large city can offer so much more in the way of entertainment than a small community.

List the "free" entertainment we pay for as citizens of Chicago.

*Discuss different public displays such as concerts, parades, fireworks, offered in Chicago.

*Share with the class his experiences on a visit to Grant Park, Riverview, the Zoo, a parade, or the International Trade Fair.

B. Center of Education

*Discuss the importance of schools as places where future workers and citizens are being prepared to meet the needs of adults and homemakers.

*List the different kinds of schools he has seen or heard of in Chicago.

Collect pictures from newspapers, magazines, or post cards of the different schools, elementary, high, college, public, private schools and universities in Chicago itself or its suburbs.

Find out the number of public schools in the city of Chicago, the number under construction, and discuss why schools are important and are constantly being erected.

Locate his own school and the district high school on a map of Chicago.

Find pictures of schools of long ago. Contrast a rural school with his own; a pioneer school with his own.

***Plan a mural showing schools of far-away places and times with his own.

Discuss the importance to all citizens of having and conserving good schools.

***Explain why an education is one of a boy's or girl's most precious rights in a democracy.

Explain why Chicago is a great educational center and relate this fact to its geographical location, the wealth and population of the region around it.

Locate on a map the Main Library and closest branch of the Chicago Public Library, Crerar Library, and Newberry Library.

Discuss the services the public library offers the children and adults of Chicago.

Ask the school librarian to explain how libraries are able to take care of, locate, and circulate so many books on so many different subjects as are represented in a public library collection.

Discuss why it is important to all that library books be handled properly and returned in good condition.

Visit the local branch library of the Chicago Public Library and take out a library card. Check to find out if there are any books there that he might enjoy reading for information on Chicago or for pleasure.

Discuss why a museum might be called a "library," too.

List the different kinds of museums in Chicago and discuss what each has to offer.

Locate on a map of Chicago: Museum of Natural History, Museum of Science and Industry, Chicago Historical Society, Art Institute, Shedd Aquarium, Adler Planetarium.

Draw up a list of Chicago museums he might visit on week-ends with an adult in his family.

Share his experiences of a museum visit with the class.

Collect pictures of famous schools and museums in other cities of the world to add to the class file on large cities around the world.

Discuss Chicago's prominence as a leading medical center of the world.

Explain the meaning of the term "research" and discuss medical research and its importance to humanity.

Discuss the atomic research under Fermi at the University of Chicago and how Chicago made world history when the atom was first split in the University of Chicago reactor.

Collect pictures from newspapers and magazines illustrating the various peaceful as well as military uses of atomic or nuclear power.

C. Center of Architecture

Locate and listen to Carl Sandburg's poem "Chicago" and list the descriptive terms he applies to the city in his poem.

*Collect pictures of great buildings already completed or still in the building or planning stage from newspapers and magazines.

Locate on a city map the finished and planned expressways of our city.

Locate the Chicago Skyway and note that it is a toll bridge crossing the Calumet River, a part of the St. Lawrence Seaway.

Discuss why expressways are essential in a metropolitan area the size of Chicago.

***Find out and tell the class why Chicago can be called "The Home of the Skyscraper," the "City That Turned a River around," the "City That Makes Its Own Land," the "City That Built Subways That Should Not Be Built," and the "Building City of the World."

Use boxes, clay, or papier-mâché to construct an exhibit of types of buildings to be seen in Chicago. On a little card print the kind of building and tell whether it is used for living, for working, for religious, for educational, or for recreational purposes.

Read or listen to a reading of the book Let's Take a Trip to Watch a Building Go Up by J. M. Goodspeed.

Bring to class pictures of new or famous buildings in Chicago, such as Tribune Tower, Merchandise Mart, Navy Pier, Marina Towers, the new filtration plant, the new Civic Center, Prudential Building, new hospitals, expressways, and schools. Compare these buildings and constructions with those shown in pictures of early Chicago in textbooks.

*Locate in the community and other parts of the city housing developments, both public and private, which have been constructed to provide better homes for people living within the city. Explain why housing is so important in large cities.

Explain why a large city such as Chicago builds many high-rise buildings rather than individual single-family dwellings. Consider traffic, rents, travel time to and from work.

***Engage in a small-group research project to learn as much as possible about the Burnham Plan for Chicago, Frederick Law Olmsted and his plans for Chicago, and others. Share this information with the class.

Discuss the importance of a definite plan for developing and building to a large city. List some of the dangers inherent in haphazard growth and construction within an urban area. Consider the dangers to health, safety, and beauty if there were no building regulations in Chicago.

Plan a visit with the class or family to a new housing development, such as Prairie Shores, Carl Sandburg Village, or other housing project to note the size of the buildings and the facilities provided for tenants. Note the elevators, heating plant, recreational and parking facilities provided. Share this experience with the rest of the class.

Draw up a list of ways in which tenants in a housing project can help protect its beauty, utility, and value as an attractive place to live by being a friendly, neat, and considerate neighbor.

***Find out what local ordinances assist people in developing good neighbor habits and in recognizing the rights of others in an urban community or building. List the ordinances regarding noise abatement, pet animal care, cleanliness about one's premises, snow-removal, and add others. Discuss findings with the class.

Share with the class experiences of living in a small community or rural area outside Chicago. Explain the difference in the facilities and personal responsibilities of a rural dweller and one who lives in a high-rise, multi-family building.

D. A Beautiful City

Name and locate on a class map of the community the various parks, playgrounds, field houses, or beach facilities. Discuss how one travels to these places. Estimate the distance to several parks.

*Co-operate in a class discussion of the various benefits children and adults derive from recreational facilities within the community. Include such things as social, athletic, creative, relaxational, and aesthetic pleasures.

Plan and arrange a bulletin board illustrating the types of parks, playgrounds, and beaches to be found within the city of Chicago and enumerate the manner in which to best enjoy, utilize, and conserve these facilities.

Locate on the map of Chicago the chief parks of the city, such as Lincoln, Jackson, Garfield, Douglas, Grant, Washington, and Marquette as well as some of the smaller parks in the community, such as Riis, Wacker, Stanton, Horner, Hamilton, Revere, and others. Name the three closest to the school.

***Plan and organize a group report on the topic "Our City Provides Recreation for Us." Report on how and why each citizen has to use these facilities wisely.

*Invite the playground director or a worker in a recreation center to talk to the class on the importance and maintenance of recreation facilities in the community. Plan with the class a letter to be written to him stating the best time to come and the information the class hopes to gain from his talk.

Participate in organizing the class into four groups to make a survey of the kinds of recreation the city provides for its inhabitants. Join one of the groups investigating sports and games, libraries, dramatic and musical groups, or handicraft classes. Contribute to a class article for the school newspaper informing other pupils of what is available for pupils and parents.

Draw up a list of the various workers employed by the city of Chicago in providing recreational facilities for its inhabitants. Include as many types of workers as possible; among them, life guards, gardeners, instructors, animal keepers, playground directors, field house workers, and guards.

Discuss the way in which all the people living in Chicago help to pay the costs of maintaining its parks, playgrounds, beaches, conservatories, and other recreational facilities.

Explain why it is easier for many people living in a large city to provide themselves with a great variety of fine recreational facilities than for people living in small communities or rural areas to do so.

***Find out what part of the city tax dollar or the total annual expenditure is devoted to financing recreational facilities.

Make a tour on the week-end of the immediate community with one or two classmates or with a member of the family to note the streets which are planted with trees and gardens. Add these findings to the class community map.

*Join in drawing up a list of ways in which a young citizen adds to the beauty of his community and city by helping plant a garden or lawn where he lives or conserve their beauty by co-operating with neighbors who have planted lawns, gardens, trees, or bushes.

Plan and participate in a class or family tour of some of Chicago's large parks which includes a visit to a flower conservatory, a zoo, a yacht basin, gardens, fountains, a lagoon, and a beach. Discuss ways in which changing seasons affect the use of the various facilities visited.

***Bring to class the various types of leaves to be found within the community. Use the science text, reference and library books to identify the different trees from which they came.

View the filmstrips "Our Parks and Playgrounds" from the series Community Services or "Places We All Own" from the series The Neighborhood Community. Compare the types and appearance of the facilities shown with those in this community and city.

Discuss in the class "club" or "council" a list of rules or good manners to be followed in respect to lawns, gardens, trees, and bushes in the community and city so as to help preserve or enhance the beauty of Chicago.

Plan a class mural showing the seasonal beauty of trees, gardens, and parks in Chicago.

Collect pictures from newspapers and magazines showing parks and views of Chicago in spring, summer, fall, and winter.

Locate and learn Joyce Kilmer's poem "Trees." Describe the various ways in which one may draw verbal pictures of a tree at different seasons of the year.

Bring to class pictures from newspapers and magazines of parks, playgrounds, and vistas of various cities in this country and abroad. Join in a group analysis of why the places shown are beautiful and compare them with places or views in the community.

Find out the names of drives or boulevards which pass through or near the community. Locate them on a map of Chicago.

***Note on the map of Chicago the boulevards which connect the various large parks of Chicago and explain why they are referred to as a "chain of boulevards" around the central part of the city.

Explain the difference between the present functions of expressways and boulevards. Tell how the function of boulevards, originally planned to handle fast moving traffic, has been affected by both the increase in population and the number of cars in Chicago and neighboring communities.

List the various types of expenditures the city of Chicago must make to build, maintain, and improve its drives and boulevards. Include snow-removal, tree-care, planting, cleaning, and others.

Locate in the community and the city at large various monuments whether statuary, fountains, plaques, squares, bridges, small parks, or museums erected to the memory of individuals in Chicago or American history. Point these out on a map of Chicago.

Locate in the textbook, reference books, newspapers, post cards, or magazines pictures of Buckingham Fountain, the Grant, Lincoln, Washington, Salomon, Masaryk monuments, Goethe, and others. Share these with the class.

***Compare the size, beauty, and ultimate value to the city at large of such monuments as Buckingham Fountain, Adler Planetarium, Michael Reese Hospital, McCormick Place, and the Stephen A. Douglas monument. Include others.

Explain why a school named after a famous person in American or Chicago history can be considered an especially fine and valuable monument to his memory.

Participate in a panel discussion on the topic "What Makes a City Beautiful." Include such items for discussion as buildings, thoroughfares, parks, individual homes and gardens, cleanliness, and monuments.

Make a list of places in the community where the American flag flies daily. Discuss the reason for displaying the flag daily.

Plan and execute a class mural or tapestry depicting the natural and architectural beauty of Chicago. Include a park, drive, school, monuments, and famous beautiful buildings in Chicago.

(Note: the tapestry could be made of cut out sections posted on a suitable background.)

CHICAGO

When I enter my city of stone and of steel,
My heart beats the faster with thrills that I feel.
I am caught in the fervor that comes with the crowd;
I am part of a city of which I am proud.

My Chicago, your face is that of a youth.
In your heart beats the love of honor and truth.
The century since you sprang into life
Has passed through years of joy and strife.

But it has brought you thousands of men
And riches too great for tongue or pen.
Through the songs of youth run the rhyme you feel,
And, "I Will," are the words that you wear in your seal.

My Chicago, I love the songs that you sing.
Their melodies always to my ears bring
The sound of the waves as they beat on your shore
And the hum of the crowds that await at your door.

—By an upper-grade boy in the
Chicago public schools



RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
(University) pp. 142-67

Ratz and Wilson
Exploring Chicago
(Follett)

AUXILIARY TEXTBOOKS

Howell et al.
Land of the Great Lakes
(Harr Wagner)

Pygman and Prater
Exploring Illinois
(Follett) pp. 127-46

LIBRARY BOOKS

Barr Jene
Miss Terry at the Library
Whitman, 1962 (Gr. 2-3)

Bauer, Helen
Good Times at the Fair
Melmont, 1957 (Gr. 3-5)

Bauer, Helen
Good Times at the Park
Melmont, 1954 (Gr. 2-4)

Bradley, Duane
Engineers Did It!
Lippincott, 1958 (Gr. 5-7)

Buchheimer, Naomi
Let's Go to the Library
Putnam, 1957 (Gr. 3-5)

Colonus, Lillian
At the Library
Melmont, 1954 (Gr. K-2)

Colby, Carroll B.
Earthmovers
Coward, 1955 (Gr. 4-8)

Dudley, Ruth H.
At the Museum
Melmont, 1956 (Gr. 4-6)

Elkin, Benjamin
True Book of Schools
Childrens, 1958 (Gr. 3-4)

Elkin, Benjamin
True Book of Money
Childrens, 1960 (Gr. 2-4)

Estep, Eleanor
Pioneer Engineer
Benefic, 1959 (Gr. 4-6)

Faulkner, George
Melindy's Medal
Messner, 1945 (Gr. 4-6)

Gates, Richard
True Book of Conservation
Children, 1959 (Gr. 3-4)

Goodspeed, J.M.
Let's Take a Trip to Watch a
Building Go Up
Putnam, 1956 (Gr. 4-6)

Greene, Carla
I Want to Be a Road Builder
Childrens, 1958 (Gr. 2-4)

Greene, Carla
I Want to Be a Librarian
Childrens, 1960 (Gr. 1-2)

Hastings, Evelyn B.
Playground Fun
Melmont, 1955 (Gr. 1-2)

Hawkinson, Lucy and John
City Birds
Whitman, 1957 (Gr. 2-4)

Koch, Dorothy
I Play at the Beach
Holiday House, 1957 (Gr. 2-3)

MacKellar, William
Two for the Fair
McGraw, 1958 (Gr. 4-6)

Marks, Mickey K.
Straw Hat Theater
Knopf, 1959 (Gr. 4-6)

Perkins, Marlin
Zooparade
Rand McNally, 1954 (Gr. 4-6)

Riedman, Sarah
Let's Take a Trip to a Skyscraper
Abelard, 1955 (Gr. 4-8)

Shackelford, Jane D.
Child's Story of the Negro
Associated, 1956 (Gr. 4-6)

Snyder, Dick
One Day at the Zoo
Scribners, 1960 (Gr. K-2)

Sootin, Laura
Let's Go to a Concert
Putnam, 1960 (Gr. 3-5)

Sootin, Laura
Let's Go to a Zoo
Putnam, 1959 (Gr. 4-6)

Thompson, Frances B.
About Doctor John
Melmont, 1959 (Gr. 2-4)

Wolfe, Louis
Let's Go to a Planetarium
Putnam, 1958 (Gr. 4-6)

FILMS

The Art Institute of Chicago
9 min. b&w X-H-6

Chicago Natural History Museum
20 min. b&w X-M-21

Discovering the Library
11 min. b&w X-D-58

Servicing Seven Million Books
5 min. color X-B-41

The Zoo
11 min. color X-Z-2

Zoo Babies
10 min. b&w X-Z-3

FILMSTRIPS

Looking Things Up
(1396) color
Carpenter

We Take a Trip
(1342) color
"A Trip to the Zoo"
"A Trip to the Beach"
"A Trip to the Museum"
Visualcraft

Reading Readiness
(1318) color
"Going Places"
"Going Downtown"
"Going to the Zoo"
"All Kinds of Houses"
E.B.F.

Famous Americans
(2002) color
"Jane Addams"
Jam Handy

American Scientist
(1980) color
"Cyrus McCormick"
Visualcraft

The Neighborhood Community
(2088) color
"Different Neighborhoods"
"In and out of the Neighborhood"
"Places We All Own"
E.B.F.

Airport Activities

(2130) b&w

Academy

Arbor Day

(2152) color

University of Nebraska

Audio-Visual Department

Big City — U.S.A. 104

(2160) color

"Housing in the Big City"

"Education in the Big City"

"Public Utilities in the Big City"

American

The City Community

(2162) color

"Problems in the City"

E.B.F.

The Town Community

(2168) color

"Living in Our Town"

"This Is Our Town"

"Working in Our Town"

E.B.F.

Exploring through Maps

(2198) color and b&w

Visualcraft

Growing in Citizenship Series

(2204) color

"Good Citizen Respects Property"

"Good Citizen Lives Honestly"

"Good Citizen Is Well-Informed"

"Good Citizen Obeys Rules and Laws"

"Good Citizen Grows in Responsibility"

"Good Citizen Co-operates with Others"

Visualcraft

Introduction to the Globe

(2210) color

Jam Handy

Learning to Use Maps

(2212) color

E.B.F.

Maps and How to Use Them

(2222) color

American

St. Lawrence—Great Lakes Series

(2362) color

Bowmar

St. Lawrence Seaway

(2362) color

Bowmar

Famous Americans

(2480) color

"Jane Addams"

Jam Handy

Leaders of America

(2484) color

"George Washington Carver"

American

Cities of Our Country Series

(2520) color

American

MATERIALS FOR TEACHER REFERENCE
OR ADAPTATION

Boehm, Peggy

Story of Schools

Sterling, 1958 (Gr. 6-8)

Colby, Carrol B.

Tear Down to Build Up

Hastings, 1960 (Gr. 6-8)

Cooke, David

How Superhighways Are Made

Dodd Mead, 1958 (Gr. 6-8)

Epstein, Samuel and Beryl

First Book of Maps and Globes

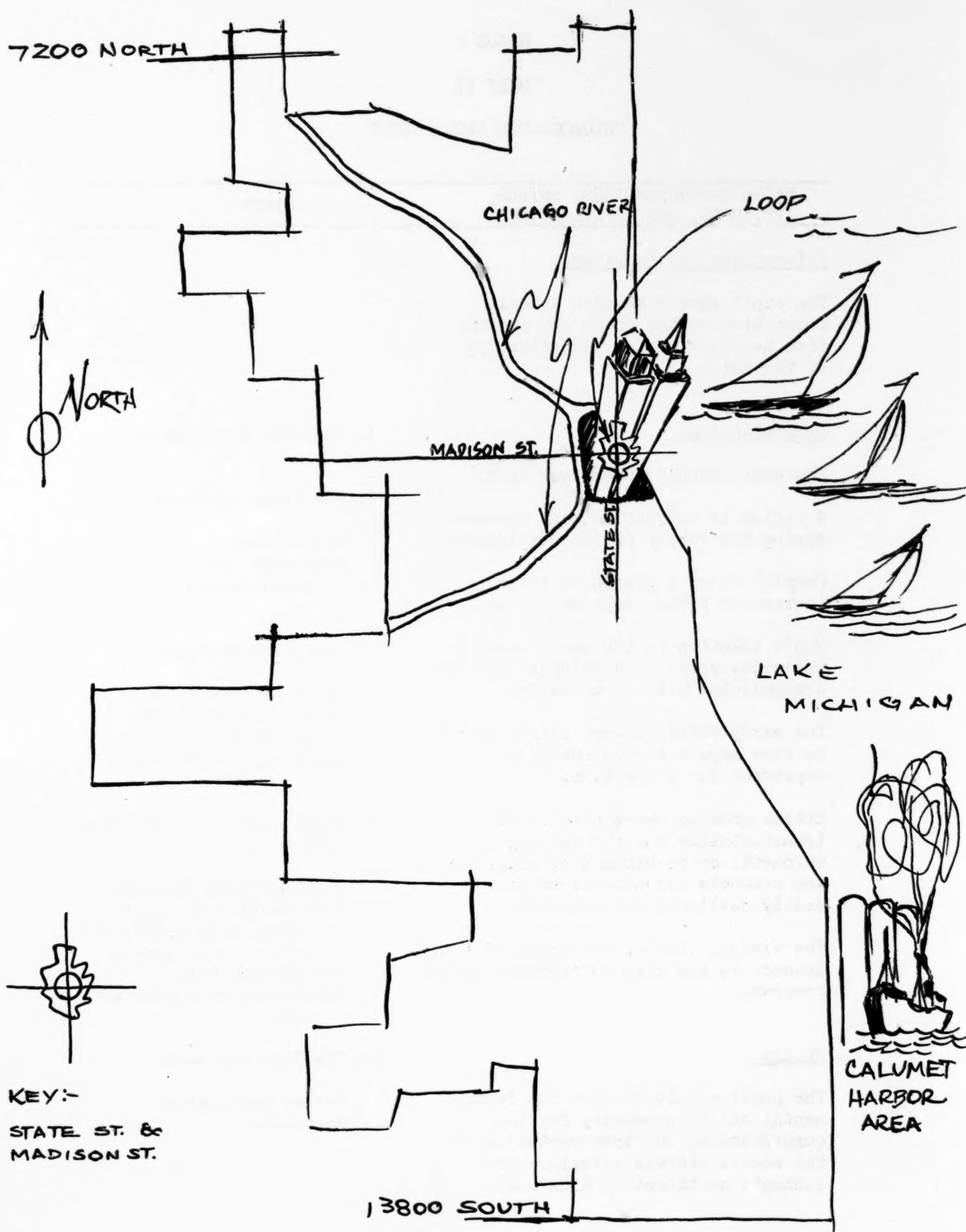
Watts, 1959 (Gr. 5-7)

Graham, Clarence
First Book of Public Libraries
Watts, 1959 (Gr. 5-7)

Shackelford, Jane D.
Child's Story of the Negro
Associated Publishers, 1956
(Gr. 4-6)

Zaffo, George J.
Building Your Superhighways
Doubleday, 1957 (Gr. 6-8)





GRADE 3

UNIT IV

CHICAGO--OUR EARLY STORY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
A region is subject to many changes during the course of its development.	A. Indians of Chicagoland
People change a region in their search for better ways of living.	B. The first visitors
Man's adaption to the environment in the early years of settlement was not accomplished without hardship.	Fur traders Explorers and missionaries
The early settlers were self-reliant in some ways but were mutually dependent for protection.	C. The first settlers
Cities grow up where avenues of transportation for the exchange, shipment, or reshipment of materials and products are natural or are easily developed and expanded.	Early homemakers Dependence upon Fort Dearborn Early ways of living
The vision, wisdom, and faith of early leaders in the city contributed to its program.	D. Highlights of growth from town to city
	Fort Dearborn Massacre Contribution of canal boats, lake boats, and railroads to growth The Chicago fire Rebuilding of a greater city
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	E. The flag and seal
	Design and colors Symbolism

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Indians of Chicagoland

Listen to selections from Wilderness Adventures by Fredrika Smith or Beaver Trail by Regina Z. Kelly to picture the adventure of the early period in the Chicago region.

From reading assignments, list the names of Indian tribes who lived in the region. Discuss ways of living among Indian tribes. Draw a picture illustrating an impression of an Indian camp near the Chicago River from the descriptions of Indian homes, dress, and types of boats.

***Use encyclopedias and other reference books to find information on the Illinois Indian tribes. Share this information with the class.

Discuss reasons why the Indian homes and boats were made of different materials from those found among Eastern Woodland or Western Plains Indians; for example, the scarcity of birch trees here and the paucity of buffalo in this region.

Discuss ways in which the Indians helped the first people who came to Chicago region.

Explain the various reasons the native Indians, primitive and far behind the knowledge and technology, still were able to help the French who first came here.

Locate and read the poem "Indian Children" by Annette Wynne. Describe or draw pictures it brings to mind.

Find out through reading and asking questions of parents about special markers that identify old historic trails. Locate city streets and highways leading out of the city which follow almost the same routes as the early Indian trails. Discuss why the Indians made those trails.

Collect from magazines and newspapers pictures of Indians living in the Midwest. Share these with the class.

Pretend to be an Indian boy telling the first people to come to the Chicago region about the weather, plants, trails, and waterways of the region.

Discuss the ways in which the Indians here adapted their ways of living to one of Chicago's blizzard-subzero winters.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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In developing map readiness, the pupil should:

locate places of historical importance

orient himself in relation to map locations

locate main streets, lake, and branches of river on city map.

In developing social skills, the pupil should:

recognize and accept the reasons for the behavior of others.

Attitudes and Appreciations

The pupil should:

judge the worth of others on the basis of contributions to the group

show an awareness of the reasons why groups take pride in their cultural heritage.

Gather biographical information from reading and reference books about the early explorers and missionaries to this region. Share this information with the class as an aid to composing short stories in the class Chicago book.

Add the following persons and words to the social studies notebook: LaSalle, Marquette, Joliet, Tonti, trapper, priest, mission, France, French, pelts, fur, explorer.

Find out from what country in Europe most of the early explorers in the Great Lakes region came. Locate the country on a world map and trace the route by which these people came to this region.

Write or give a brief imaginative report on the beauty of the wilderness as seen by the trappers and explorers who came to the region.

Explain why the first explorers and missionaries were important in making it easier for others to follow them. List the number of ways in which people use maps in their lives in Chicago today.

Examine a simple map showing the paths of explorers coming from the north through the Great Lakes and then traveling south to the Mississippi. Point out how the map explains why a settlement grew up at the point where Lake Michigan and the Chicago River meet.

Locate on a world map a number of cities that are situated on a river or where two bodies of water meet. Discuss the reasons why rivers were logical sites for early settlements.

Dramatize any of these scenes from this early period in the history of Chicago: Marquette and Joliet meeting the Illinois Indian chief; LaSalle making an entry in his journal as he reflects upon his impressions of the surrounding country; a trapper trading with the Indians; a missionary trying to explain his ways of living to the Indians.

Discuss the reasons why missionaries and explorers were interested in the new lands in America.

Consider the similarities between exploring the Great Lakes region in the seventeenth century with our current space explorations. Make up a bulletin board display, perhaps with the title "Explorers Then and Now." Use newspaper and magazine pictures of contemporary space explorers and drawings or pictures of French explorers and missionaries.

Study a map of the portage used by the Indians and explorers. Locate the portage on a map of the region today. Summarize the changes that have taken place which make the portage no longer necessary.

Discuss, on the basis of previous study of Chicago as a hub of transportation, why Chicago has remained a "portage" and might well be called the "World's Portage Center."

Arrange a bulletin board display of pictures of past and present ways of living in Chicago on such a theme as "Then and Now" or "Chicago—From Tribe to Metropolis." Use magazine or newspaper pictures, postcards, or snapshots. Include Indian articles or realia of pioneer times to create the mood of pioneer settlement days.

Plan the construction from paper, clay, and twigs of the Chicago Indian village as it appeared in the warm season and another, using snow-flocking and cotton, as it appeared in winter.

Write a short composition to explain the ways in which the Indians modified their way of living to suit our variable climate.

Plan a class program to dramatize the ways in which Indian children worked in the families and how they amused themselves.

Learn an Indian song to be accompanied by the beat of a tom-tom.

Using a map of Chicago and drawing upon reading, make a list of streets, parks, places in the Chicago area with Indian names.

Make a picture map, three-dimensional if feasible, showing the area of Chicago as it was in the days of the Indians.

B. The First Visitors

Collect pictures from newspapers that show fur coats, wraps, and fur trimming used today. Discuss why fur coats are expensive.

Make a list of the different types of animals from which fur for garments is obtained. Discuss the type of climate in which fur-bearing animals grow the richest pelts.

Obtain pictures from the library about the fur trade and study the pictures to observe the appearance and dress of the trappers. Discuss the ways in which Indians and early trappers obtained furs and handled them in trading.

Add pictures of fur-bearing animals native to early Chicago to the picture-map made of the early region.

Discuss why fur-trapping is no longer important in the region around Chicago. Consider why the Indians around Chicago and elsewhere in early America might not want to see settlers make their homes among them.

View the filmstrip "The Story of Father Marquette" and discuss reasons such men as he were willing to give their health and lives to working among the Indians. Collect pictures, news, or information about men and women today who are doing similar work among primitive peoples of the world.

Make up a poem or song about the first explorers, trappers, or missionaries to visit Chicago.

Add clay or papier-mâché figures of trappers, explorers, or missionaries to the dioramas or lazy susan of early Chicago in winter and in warm weather. Keep in mind the effect Chicago's seasons would have upon their respective activities.

Locate on a map of Illinois, Indian names and names of explorers and French visitors to the region.

C. The First Settlers²

Listen to all of or portions of Jean Baptiste Pointe DuSable by Shirley Graham. Locate on the map of early Chicago the location of DuSable's home. Tell how he lived in the wilderness. Find out why and how DuSable has been honored by the city of Chicago.

Read to find out about other settlers who lived in the region about the same time.

Plan stories about DuSable and other early homemakers in Chicago for the class Chicago book. Tell how Chicago is indebted to each for his contribution to the early development and growth of Chicago.

Locate on the class map some of the early landmarks, such as Kinzie's home, Beaubien's Inn, Wolf Point, and Fort Dearborn.

Plan and organize with the class a field trip to the Chicago Historical Society to study the early settlement patterns of Chicago. Assist class members in drawing up a list of questions for which they will want to find the answers about early Chicago. Join a class committee on the basis of interest expressed in questions.

Share answers and any additional information gathered with the rest of the class after the trip to the Historical Society.

Make dioramas or a table-top display of ways of living in the early settlement. Include a model of Fort Dearborn using twigs, papier-mâché logs, and figures made of clay. Plan a short talk about the exhibit.

Pretend to be a soldier at Fort Dearborn or an early settler in Chicago writing to his family back east about life in and around Fort Dearborn.

Learn a song and dance such as settlers might have enjoyed on a festive occasion at the Fort.

Find pictures of the homes and clothing of early pioneers in the Midwest. Assemble these as part of a bulletin board "reference" display for use in constructing any pictures, murals, or exhibits the class might want to develop.

From his reading, make a list of the various ways in which children of the early settlers helped as members of the family and how they amused themselves.

Compare the differences in ways of living, including clothing, housing, utensils, furniture, foods, and activities between the original Indians and the early settlers.

Discuss the various hardships the settlers encountered in establishing their way of living in this region.

Consider the various ways in which the settlers were interdependent and how even though conditions are different now people in Chicago are still very much interdependent.

View the filmstrip "The New Fort at Chekagou." Discuss the possibility of the class making its own filmstrip with drawing paper and dowel rods on its study of Chicago through the year. Plan what should be included in the filmstrip thus made.

Plan an assembly program for interclass presentation of living in early Chicago in the days of the first settlers. Consider the possibility of teaming up with the fourth grade class to show what they have been studying about life in early Illinois.

Make doll clothing to dress dolls as early settlers, soldiers, and Indians of the period.

Make a model trading post using Lincoln logs.

List the different problems affecting the life of the settlers and add a brief explanation of each; for example, weather, getting supplies from the east, planting crops, communicating with the rest of the country, Indians, health and medical care. List the ways in which such problems are met in Chicago today.

Consider the ways in which the early settlers changed the region in which they lived. Discuss on the basis of previous class learning, the contrasts between living in Chicago at the time of Fort Dearborn and at the present time.

D. Highlights of Growth from Town to City

Discuss the reasons why the Indians of the region were justified in fearing the growth of a big settlement in Chicago.

Pretend to be an Indian of the Chicago region speaking in a tribal council to explain why the white settlers were a threat to the Indian way of life.

Assume the role of an early settler trying to explain to an Indian why the Indian's way of living was unacceptable in some respects to settlers moving into the Chicago region.

Locate on a map of Chicago the site of the Fort Dearborn Massacre.

***Read and discuss reasons it was inevitable that another Fort be built on the site of the first Fort Dearborn. Use the map and previous study about the region to find the reasons.

List the reasons new settlers came in great numbers following the building of the second Fort Dearborn.

Pretend to be a Chicago settler trying to convince his neighbors that Chicago needs the Illinois-Michigan canal or a railroad or a better harbor for lake boats. Use the map to illustrate arguments.

View the movie "Illinois—Song of Mid-America" or the movie "Broad Land, Narrow Water." Discuss why the movies prove that men who argued for a railroad or a canal for Chicago were correct in their arguments and how we are indebted to their far-sighted planning and thinking.

List the problems of transportation not only within but to and from the town which confronted early Chicagoans. Explain some of the problems of this kind still facing the city and how Chicago meets them.

Plan, with parents or an adult relative, a trip around Chicago looking for historic markers in the community or the Loop or landmarks commemorating people, places, or events in Chicago's early history. Draw pictures or write stories about them.

Collect picture postcards showing historical sites in Chicago.

Outline on an overlay map the extent of Chicago at the time it became a city.

Compare the size of the city in 1833 with its present size. Discuss the reasons for the changes in its boundaries. Note whether or not the local community lay within, just without, or remote from the boundaries of the original city.

On the map of the city, show where various national or cultural groups of newcomers to Chicago settled. Discuss the contributions of these groups to the growth and improvement of the city. Discuss the reasons people of a national or cultural group coming to the city chose to settle in the same community.

From reading assignments, note the descriptions given of the different "sides" of the city of the period prior to the Great Fire. Compare the description of the community "side" of the city then with its appearance and utilization at present.

Discuss the reasons there are many factories and industries located around the Loop; there are no homes and gardens in the Loop.

Visit the Chicago Historical Society to observe exhibits of the Great Chicago Fire. Share this experience with the class and discuss the valuable lessons which the people of the city learned about fire safety from the "great fire" and discuss the changes which took place when the city was rebuilt.

Locate on the map the cities and countries which rushed food and supplies or money to the people of Chicago after the Fire. Discuss how this kindness and generosity might serve as an example of the interdependence of peoples, or brotherhood.

Discuss ways in which the people of the world today do or can demonstrate this same thoughtfulness and fraternity in times of catastrophe or disaster. Bring in newspaper pictures or articles to illustrate these examples.

Consider the spirit of courage and hope which inspired the people of Chicago in rebuilding their devastated city after the Fire into a larger and more beautiful place. Discuss the present evidences of the persistence of that spirit in Chicago and make a list of ways in which pupils might express that same spirit in their own daily lives both as private individuals and future citizens of Chicago.

Make a list of the problems which Chicago faced in improving the city as it grew upon the ashes of the old city. Check items similar to problems faced by the city today. Discuss why some of these, such as roads, housing, water supply, civic beauty continue to be problems today.

Make a survey of the local community to ascertain ways in which school children and their parents can improve or maintain the appearance and general welfare of the community.

Discuss this survey in the class "council" to reach some solution to any such problems as might be handled by pupils and families.

Bring a picture, drawing, or advertisement to class in which the Water Tower appears. Discuss why this landmark is not only a distinctive but also a very appropriate symbol of Chicago's history and greatness. Explain all the many ways in which water has influenced the beginning; location; size; importance of; present and future growth of Chicago.

***Listen to selections from The Great Chicago Fire edited by Paul M. Angle or from The Chicago Historical Society by Paul M. Angle to gain first-hand experiences of the Great Fire as recorded in letters of men and women who lived through it or to find accounts of how Chicago looked before and after the Fire.

On the map of Chicago, outline the extent of the Fire and note whether or not his own community was burned in its course.

Visit the community library to see if it has some pictures or objects related to the community's early history which may be obtained on loan for use as a class exhibit.

Check the list of Chicago community names drawn up previously to see what the names themselves tell of the history or original appearance of the communities.

E. The Flag and Seal

*Make a crepe paper flag of the city of Chicago.

Make a simple map of Chicago with small pictures of the Fort Dearborn Massacre, the Great Fire, the Columbian Exposition, and the Century of Progress Exposition pasted in their proper locations on the map.

*Attach colored strings leading from the picture on the map to the star in the Chicago flag which symbolizes the event. Attach colored strings from the North and South branches of the Chicago River to their respective bands in the Chicago flag. Use red string for the historic events and blue string for the branches of the river.

***Write an original poem as an individual or class project explaining the colors and meaning of our city's flag. It might begin "Four red stars, two bands of blue" or "Red and blue on a field of white." Make up a melody for the poem.

Write a short composition on what the flag of Chicago tells about our city's history, geography, and greatness or importance.

*Look at a picture of our City Seal and explain what each symbol is and why it appears in the seal.

*Discuss why a city has a seal and how it is used.

Discuss why the Latin motto "Urbs in horto" was chosen. Discuss whether or not Chicago may still be justified in calling itself a "City in a Garden."

Plan a program to be given on March 4 for the entire school to celebrate "Chicago Day" or "Incorporation Day" or "Chicago's Birthday" in which the importance, size, location, and history of Chicago might be reviewed.

*Check to see if the school possesses a Chicago flag. Write a short letter asking the principal if the class might add the flag to its Chicago exhibit for a short period.

Plan a trip through the Loop and other parts of the city with parents or another adult relative to note the number and types of buildings which may be seen flying the flag of Chicago.

Explain why it is appropriate that Fire Prevention Week be observed throughout the United States each year during the week in which October 9th falls. Consider why Fire Prevention Week might well be called "America Remembers Chicago Week."

Consult reference books on various large cities of the United States and the world to see if any experienced fire disasters comparable to the Great Chicago Fire. Such a list might include San Francisco, London, Moscow, Baltimore, Rome, New York, and Washington, D.C. Share this information with the class.

Locate on the map other great cities which have suffered great fire catastrophies.

Plan with the class a simple form letter to be sent to various travel agencies requesting folders, pictures, or posters of various cities around the world to add to the class file on cities of the world.

Note in pictures, posters, and advertisements buildings or landmarks used to symbolize the various cities; for example, the Eiffel Tower and Paris, the Washington Monument and Washington, D.C., the Tower and London, the Empire State Building or the Statue of Liberty and New York City. Compare these symbols with that of the Water Tower.

Listen to a reading of the myth of the phoenix. Explain why the phoenix might also be an appropriate symbol for Chicago.

Discuss the importance and value of fire drills in schools and of fire regulations for building, wiring, zoning, and for public buildings and conveyances.

Discuss the need for and the contribution of Chicago Planning Commission in making Chicago a better and more beautiful city in which to live.

***Read stories about the ways in which early leaders in Chicago contributed to the growth or improvement of our city; for example, Cyrus McCormick, Marshall Field, Richard Crane, Stephen A. Douglas, Walter L. Newberry, and others.

Investigate to find out whether or not his own school is named after a citizen who contributed to the growth and improvement of Chicago. Tell how this person contributed.

Co-operate with the class in drawing up a list of factors which contributed to the settlement and growth of Chicago, keeping in mind both geographic and human factors.

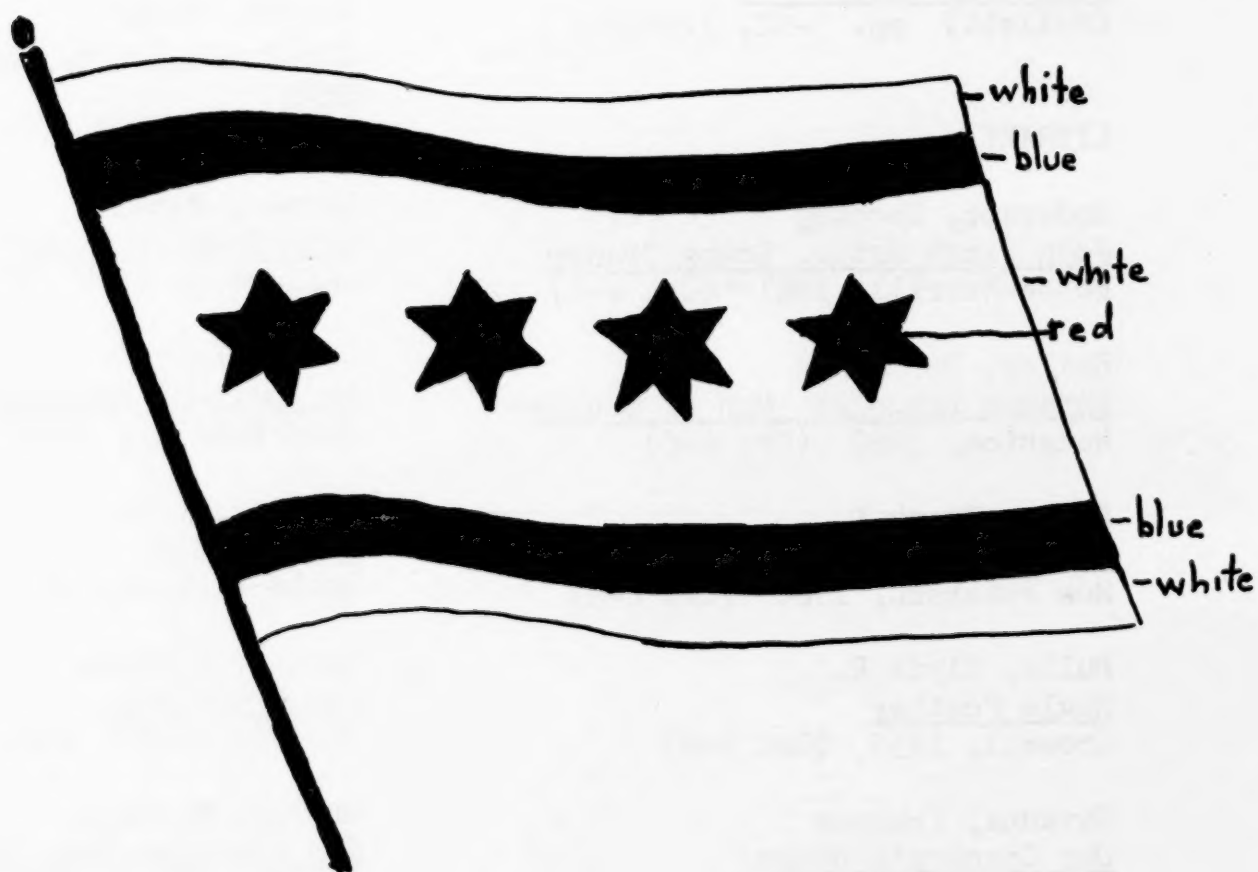
Investigate the early history of the community. Invite a long time resident of the community to tell the class about the community in past years.

***Make a list of the kinds of papers or documents on which the City Seal is pictured or impressed.

Compare the design and colors of the flag of Washington, D.C. with two red bands and three red stars on a field of white with that of Chicago.

*Compare the design and colors of the flag of the United States with that of Chicago. Tell what the stars represent or symbolize in each flag.

***Using reference books, picture post cards, pictures, or travel folders try to find as many city flags for cities of the United States as well as other countries of the world as possible. Set up a display of "City Flags."



RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
(University)
pp. 12-59, 66-80, 171-72

Ratz and Wilson
Exploring Chicago
(Follett) pp. 26-51

AUXILIARY TEXTBOOKS

Howell, et al.
Land of the Great Lakes
(Harr Wagner) pp. 22-26, 33-54,
59-63, 128-32, 153-56, 174-83.

Pygman and Prater
Exploring Illinois
(Follett) pp. 5-22, 125-26

LIBRARY

Anderson, Dorothy
John Jacob Astor, Young Trader
Bobbs-Merrill, 1961 (Gr. 4-6)

Bailey, Bernadine
Abraham Lincoln: Man of Courage
Houghton, 1960 (Gr. 4-6)

Beals, Frank L.
Chief Black Hawk
Row Peterson, 1960 (Gr. 4-6)

Bulla, Clyde R.
Eagle Feather
Crowell, 1953 (Gr. 3-5)

Cavanna, Frances
Our Country's Story
Hale, 1945 (Gr. 3-5)

Chandler, Edna
Buffalo Boy
Benefic, 1957 (Gr. 3-4)

Colver, Anne
Abraham Lincoln: For the People
Garrard, 1960 (Gr. 2-4)

Dobler, Lavinia
Cyrus McCormick: Farmer Boy
Bobbs, 1961 (Gr. 4-8)

Estep, Eleanor
Pioneer Buckaroo
Benefic, 1958 (Gr. 4-6)

Estep, Eleanor
Pioneer Tenderfoot
Benefic, 1957 (Gr. 4-6)

Evatt, Harriet
Secret of the Old Coach Inn
Bobbs-Merrill, 1959 (Gr. 4-6)

Haines, Madge
Lewis and Clark, Explorers to the West
Abingdon, 1959 (Gr. 4-6)

Harmer, Mabel
True Book of Pioneers
Childrens, 1957 (Gr. 4-6)

Henry, Ralph
My American Heritage
Rand McNally, 1949 (Gr. 4-8)

Hoffine, Lyla
Running Elk
Bobbs-Merrill, 1957 (Gr. 3-5)

Hurley, William
Dan Frontier
Benefic, 1959 (Gr. 1)

Hurley, William
Dan Frontier Goes Hunting
Benefic, 1959 (Gr. 2)

Hurley, William
Dan Frontier with the Indians
Benefic, 1959 (Gr. 1-2)

Longstreth, Joseph
Little Big-Feather
 Abelard, 1956 (Gr. 2-4)

McCall, Edith S.
Hunters Blaze the Trails
 Childrens, 1959 (Gr. 4-6)

McCall, Edith S.
Log Fort Adventures
 Childrens, 1958 (Gr. 4-6)

McCall, Edith S.
Steamboats to the West
 Childrens, 1959 (Gr. 4-6)

McCall, Edith S.
Wagons Over the Mountains
 Childrens, 1961 (Gr. 4-8)

Norman, Gertrude
Johnny Appleseed
 Putnam, 1960 (Gr. 2-4)

Olgin, Joseph
Thomas Jefferson: Champion of the People
 Houghton, 1960 (Gr. 4-6)

Stevenson, Augusta
Tecumseh, Shawnee Boy
 Bobbs-Merrill, 1955 (Gr. 4-6)

Weber, A. B.
Coonskin for a General
 American, 1951 (Gr. 4-6)

Wilkie, Katharine
George Rogers Clark
 Bobbs-Merrill, 1960 (Gr. 4-6)

FILMS

Cities: How They Grow
 11 min. b&w X-C-35

History in Your Community
 14 min. b&w X-H-89

Pioneers of the Plains
 11 min. b&w X-P-23

Robert De LaSalle
 17 min. b&w X-R-24

FILMSTRIPS

American Folklore
 (1382) color
 "Johnny Appleseed"
 "Paul Bunyan"
 Visualcraft

American Legendary Heroes
 (1384) color
 "Ichabod Crane"
 "Rip Van Winkle"
 "Paul Bunyan"
 "Hiawatha"
 E.B.F.

Looking Things Up
 (1396) color
 Morehouse

Disney's Ichabod
 (1520) b&w
 Pictorial Events

The Earth and Its Peoples
Group II A
 (2186) b&w
 "Cattle and the Corn Belt
 (U. S. Midwest)"
 United World

Adventures with Early American Indians
 (2234) color
 "A-233-2 Indians of the Plains"
 "A-233-3 Indians of the North-eastern Woodlands"
 S.V.E.

Age of Discovery and Exploration
 (2236) color
 "French Explorations"
 Jam Handy

American History Series
 (2238) b&w
 "Flatboatmen of the Frontier"
 E.B.F.

American Indian Culture (Plains and Woodlands)

(2240) color
"8863 Young Manhood of Quick Otter"
"8864 The Travels of Quick Otter"
E.B.F.

American Patriots

(2242) color
"George Rogers Clark"
"Commodore Perry"
E.B.F.

Children of Early America Series-Set 1

(2244) color
"An Indian Adventure - With the Ottawa Indians"
Young America

Children of Early America Series-Set 2

(2246) color
"Tow-Path Boy on the Erie Canal, 1827"
"The New Fort at Chekagou, 1819"
Young America

Early America Series

(2256) b&w
"Pioneer Fire Room"
"Early American Kitchen"
"Chicago Historical Society"
Dowling

Great Explorers of America Series

(2260) color
"A-246-23 Story of Father Marquette"
S.V.E.

Great Explorers Series - Set 1

"Marquette"
Young America

How the Indians Lived

(2268) color
"Woodland Indians (Iroquois)"
Jam Handy

Indians of the Eastern Woodlands

(2270) color
(all six useful)
Young America

Life in Early America

(2276) color
"Life in the Early Midwest"
E.B.F.

Our Friends the American Indians

(2284) color
"Where Did the Indians Live?"
"The Eastern Forest Indians"
Popular Science

The United States - Its History

(2286) color
"The Middle West - Its History"
Popular Science

Then and Now in the United States

(2318) color
"Then and Now on Great Lakes Waterway"
E.B.F.

The United States - Its Geography

(2322) color
"The Middle West - Its Geography"
"The Middle Atlantic States - Their Geography"
"The Pacific Coast - Its Geography"
Popular Science

Picture Reference Library

(2400) color
"Pioneer Days"
"Indian Life"
"Transportation"
"Our City"
"Americans All"
Informative Classroom Pictures

The Growth of Our Nation

(2458) color
"The War of 1812"
Eye Gate House

The Growth of the United States

(2460) color

"The Northwest Territory"

Jam Handy

Miscellaneous Single Filmstrips

(2474) color

"Exploration of Pere Marquette"

Enrichment Teaching Materials

The Middle West

(2486) color

"A-259-26 City People of the Middle West"

S.V.E.

MATERIALS FOR TEACHER REFERENCE
OR ADAPTATION

Angle, Paul

The Chicago Historical Society, 1856-1956

Rand McNally, 1956

Angle, Paul M.

The Great Chicago Fire

Chicago Historical Society, 1946

Graham, Albert R.

LaSalle, River Explorer

Abingdon, 1954 (Gr. 5-7)

Judson, Clara I.

Reaper Man

Houghton, 1948 (Gr. 5-7)

Kelly, Regina

Beaver Trail

Lothrop, 1955 (Gr. 6-8)

Kjelgaard, Jim

Explorations of Pere Marquette

Random, 1951 (Gr. 6-8)

Smith, Frederika

Fire Dragon

Rand McNally, 1956 (Gr. 5-7)

Smith, Frederika

Wilderness Trail

Rand McNally, 1958 (Gr. 5-7)

Syme, Ronald

LaSalle of the Mississippi

Morrow, 1953 (Gr. 6-8)

Winslow, Charles S.

Indians of the Chicago Region

Winslow, 1946 (Gr. 6-8)

Witheridge, Elizabeth

Jim Penney's Golden Nugget

Abingdon, 1961 (Gr. 5-7)

GRADE 3

UNIT V

CHICAGO--OUR OWN CITY

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
Our city today in its greatness as well as in its landmarks and place-names is a monument to the people who have helped Chicago grow.	A. Recognition of famous names in Chicago history
Leadership for future growth depends upon men who "make no small plans."	Names in books Names of streets Names of schools Names of parks Names of buildings
The promise of a great future for the region has been, and continues to be, fulfilled.	B. Responsibility for cleanliness and beauty
The privileges of citizenship are accompanied by citizenship responsibility.	Clean-up campaign Civic organizations Work of individuals
The spirit of Chicago's people has been a dominant force in achieving progress.	C. Conservation of the natural beauty of Chicago
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	Care of the lake front Care of parks Care of forest preserves
In developing map readiness, the pupil should:	D. Duties of a good Chicagoan
	Obedience to rules and regulations Respect for rights and property Development of civic pride Preparation for adult citizenship

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Recognition of Famous Names in Chicago History

*Draw up a list of the names of people encountered in reading or in class discussion of Chicago to date. Discuss which are names connected with the past and which, with the present Chicago.

*Compile a list of the names of schools in the immediate community or other communities of Chicago in which he has lived or visited. Place a check before any name that is recognized as that of an individual who contributed to the growth or improvement of Chicago in any way.

***Enlist the aid of the teacher in making a list of Chicago public high schools and investigate its relation to the history of Chicago. Divide such a list as it develops into those obviously named for communities incorporated into Chicago and those named for individuals. Present the list to the class.

Discuss the school list with the class to gather any information on the identity and achievements of the individuals or communities represented.

***Organize a research team to find out who the various individuals thus honored were and what they did for Chicago or our country.

Bring in newspaper pictures and articles about prominent Chicagoans of the present. Enlist the help of parents, relatives, or neighbors in drawing up a list of famous people of today who were born or lived or are still living in Chicago. This list should include movie or television stars, athletes, artists, writers, singers, political, and industrial leaders.

Investigate the story of the individual for whom his school or a neighboring school was named; for example, Ella Flagg Young, John Kinzie, Mary McCleod Bethune, Joseph Medill, Eugene Field, Isaac Arnold, Mary Terrell, Benjamin Banneker, and others.

Note the names of streets in the community and the Loop area on the city map. Identify the individual for whom they may have been named; for example, Marquette Road, LaSalle Street, Lincoln Avenue, Wells Street, Clark Street, Altgeld Street, Cermak Road, and others.

Locate on the map of Chicago as many parks as possible and note those named for people prominent in or connected with Chicago's history.

Locate on the city map monuments that have been erected to honor famous people connected with Chicago's history.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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locate Chicago on a map and globe
in relation to Illinois and other
states of the region

use a city map to locate parks,
forest preserves, and the lake
front in relation to the local
community

become familiar with city plans
and street plans.

In gaining in reading ability, the
pupil should:

enjoy reading biographies of
famous people

observe and listen attentively to
contributions of others.

Attitudes and Appreciations

The pupil should:

respect public and private
property

exhibit pride in the part of the
school and of the community in
civic activities

recognize and accept the need for
conservation programs

thrill to the beauty of natural
and physical surroundings.

***Plan a class radio or television interview program entitled "Voices from Chicago's Past" in which men and women who have contributed to the growth and improvement of our city might return to tell what their contributions were to the Chicago of their own time and ours. The "guest" voices might begin with Jean Baptiste Point DuSable and continue through to Enrico Fermi. The list might include Mother Cabrini, Julius Rosenwald, John B. Murphy, Walter Damrosch, Daniel Burnham. Tell how he has been honored by Chicago and note how long it sometimes took to get recognition. (This may be taped and used in Language Arts)

Collect pictures from newspapers, magazines, or postcards of buildings and places in Chicago carrying the name of prominent leaders in Chicago, such as McCormick Place, Wrigley Building, Wrigley Field, Comiskey Park, Shedd Aquarium, Adler Planetarium, Hines Hospital.

***Discuss which is a more effective and enduring monument to a famous person: a statue, a tablet, a street named after him, a hospital or school named after him, or a research fund donated in his honor.

Plan a sightseeing tour of Chicago, and as one of the guides, draw up a list of places to be pointed out and told about in the course of the trip.

*Help the class plan a mural or chart on famous Chicagoans.

*Discuss how all Chicagoans can help make our city a better place in which to live.

*Co-operate with the class in discussing and drawing up a list of the qualities that great men and women of Chicago have had in common.

***Select a famous Chicagoan and compare him and his qualities with those of four or five other famous Chicagoans selected by other pupils. Conduct this "panel" discussion before the class.

*Select any Chicagoan studied by the class during the year and make up a question for a class "Who Am I?" quiz program. Such questions might be in the form of a statement of the sex; the field of endeavor; the contribution to Chicago's growth; or a quotation, such as "My barn is the most famous barn in history. I am probably the most famous woman in Chicago's history, but I have no monument in my honor. Who am I?"

*Work with the class in writing short biographies of famous Chicagoans to be put into the class Chicago Book. Draw pictures to put in with the biographies.

B. Responsibility for Cleanliness and Beauty

View the film "Pride of a City" and discuss the importance and expense of keeping a large urban area such as Chicago clean.

*Draw up a list of ways in which pupils and their families can and do help keep our city looking at its best.

Write short compositions about the value and importance of Chicago's Clean-Up Campaign.

*Explain why even though we observe Clean-Up Week each year, clean-up is a day-by-day routine and necessity if Chicago is to be a really clean and beautiful city.

Make a tour of the community and note the various ways in which residents have done something to improve the appearance and condition of their living quarters and surrounding area. Discuss other things that might be done by individuals or families or groups within the community to make it a cleaner, more pleasant place in which to live.

***List various organizations within the community which work to improve the condition and appearance of the community.

Add to this list various organizations which are dedicated to the improvement or beautification of Chicago; for example, the State Street Council, the Chicago Association of Commerce and Industry, Old Town Triangle Association.

Collect pictures from newspapers showing various improvements carried out by these organizations, such as Christmas decorations along main thoroughfares; potted plants, shrubbery, and trees placed in front of places of business; flags or bunting for special seasons or occasions.

Examine publications of the Department of Urban Renewal, City of Chicago, or the Association of Commerce and Industry, or the neighborhood newspaper for pictures or information on community improvement or beautification.

Explain how Boy Scouts, Girl Scouts, and Community Boys Clubs can do or have done their part in helping keep our city clean.

Discuss how a class or school might be another kind of civic organization actively working to improve and beautify the portion of the city it serves.

*Make up a list of rules for the individual to remember and practice as his share of responsibility as a citizen toward keeping Chicago clean and beautiful.

Consider why living in a clean, attractive community makes life more pleasant and happy for everyone in the community.

Make a slogans for the yearly Clean-Up Campaign.

Plan a picture or mural showing the various ways in which individuals and organizations have or might clean up and beautify Chicago.

C. Conservation of the Natural Beauty of Chicago

Discuss and draw up a list of the things that make a city or community beautiful; divide the list into two parts, man-made beauty and natural beauty.

***Pretend to be a guide planning a sightseeing tour of Chicago and list those things to show a visitor who wanted to see the natural beauty of Chicago.

Share with the class experiences of a boat trip or an airplane trip coming into Chicago. Describe the scenery that would be considered part of the natural beauty of Chicago.

*Discuss why the lakefront is called Chicago's "front yard." Compare it with the front yard of a home.

Discuss why beauty is important in the lives of people and the different ways to show that people prefer beautiful surroundings whether outdoors, at home, in the class, in sights, in sounds, and in behavior.

Make a diorama of a city block that has been given beauty, whether in plants and trees or cleanliness, and one that is run-down, barren of natural or man-made beauty.

Discuss the meaning and value of Arbor Day observances and the practice it encourages.

Share experiences on a trip to a forest preserve, through the countryside, or a woods.

List the number of parks, gardens, or shady streets in the community.

Draw up a set of rules for everyone to follow in regard to lawns, gardens, parks, and other attractive spots in the community and the city in general.

*Collect pictures or postcards showing Chicago's lakefront, beaches, parks, and attractive streets and gardens.

Plan a class excursion to one of Chicago's large parks, conservatories, or the Morton Arboretum.

Locate the various parks of Chicago on a city map and estimate the distance from the local community.

***Participate in the dramatization of a meeting of members of a civic planning group which is called to suggest ways of keeping either the local community or the city as a whole beautiful. Discuss what can be done to maintain beautiful places in the city and to increase the pride of Chicagoans in their city.

Invite a representative from the Forest Preserve District to talk to the class about the program for conserving wildlife in the forest preserve areas in Chicagoland. Ask questions about how third grade pupils and their families can co-operate with this program.

Collect pictures from newspapers and magazines of other cities around the world showing various scenes illustrating the natural beauty of their area.

Co-operate with the class "council" to draw up a code of behavior for each pupil to follow in sharing his responsibility as a citizen of Chicago in preserving and increasing the beauty of his community.

D. Duties of a Good Chicagoan

View the filmstrip "A Good Citizen Obeys Rules and Laws" and discuss how pupils in schools share their citizenship responsibilities by obeying safety, classroom, school, and family rules and regulations.

Participate in drawing up or reviewing and discussing such class rules and regulations as might have been formulated by the class "council" or the school student council.

*Discuss why fire drill, air raid drill, safety rules for pupils are valuable protections for all.

*Explain why rules and laws are more necessary where people gather or live in great numbers than in rural or small-sized communities.

Plan a chart for class construction and list as many laws or regulations the class can furnish; then for each of these note briefly, "How It Helps Me" and "How It Makes Our City a Better Place in Which to Live."

*Explore the community to make an inventory of as many evidences of laws or regulations as possible; for example, traffic lights, parking meters, safety signs, parking signs, "keep off the grass" signs.

Discuss the inventory assembled by the class and analyze the nature of these rules and regulations deciding which are legal and which are "request" regulations. Enumerate such self-imposed regulations as mutual respect for people, private and public property, fair play.

*View the filmstrips "Good Citizens Respect Property" and "Good Citizens Co-operate with Others." Discuss the points raised in the filmstrips.

***Assume the role of a tenant who has a tree growing in front of his building. Dramatize the role of the tenant explaining to his family and the children of the neighborhood why his tree is really the property and responsibility of all.

Examine the classroom and note the many different objects present. Discuss which are private property and which are public. Decide to whom such public property belongs and also by whom, in the last analysis, it is paid for.

Make a list of his rights as a person which should be respected by others. Explain to the group how these rights may be respected in playing, working, or meeting others.

Discuss the meaning of brotherhood and explain why its practice is part of good citizenship and of being a likeable person.

Collect pictures from newspapers and magazines showing people doing things that illustrate practicing respect for law, for property, and for the rights of others.

Draw a series of stick pictures illustrating the manner in which good citizens behave in various situations, such as crossing the street, playing in the playground, carrying on a class discussion, going to and from school, riding in public conveyances, visiting public places.

Co-operate with the class in reviewing what has been learned about Chicago and enumerate the various things one can be proud of as a citizen of the city of Chicago.

Discuss how Chicagoans of the past worked to make the city a better and more beautiful place in which to live.

Explain why being proud of our city entails action as well as feeling and that pride of citizenship expresses itself in acts and behavior in daily living.

Collect pictures and articles from daily newspapers illustrating various ways in which individuals or groups are demonstrating the active aspect of civic pride.

Participate in a class-wide discussion of the various ways in which adults exercise the rights and assume the responsibilities of citizenship both with respect to civic government and personal behavior.

Make an inventory of the ways in which pupils are training for citizenship in their schooling, in living together in the family and in the neighborhood.

Draw up a code of good citizenship practices which children can follow in school, at home, and in the community.

Plan and draw pictures to illustrate the several items of the code. Ask permission to place copies of the code and illustrations in the library, on hall bulletin boards, and in school and community newspapers.

Organize a future citizens' club in co-operation with other third and fourth grade classes within the school.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
(University) pp. 168-75

Ratz and Wilson
Exploring Chicago
(Follett)

AUXILIARY TEXTBOOKS

Howell et al.
Land of the Great Lakes
(Harr Wagner) passim.

Pygman and Prater
Exploring Illinois
(Follett) pp. 116-24

LIBRARY BOOKS

Cavanah, Frances
Abe Lincoln Gets His Chance
Rand Mc Nally, 1959 (Gr. 4-6)

Coblentz, Catherine
Martin and Abraham Lincoln
Grossett, 1947 (Gr. 3-5)

Colver, Anne
Abraham Lincoln for the People
Garrard, 1960 (Gr. 2-4)

D'Aulaire, Ingri
Abraham Lincoln
Doubleday, 1939 (Gr. 3-5)

Dobler, Lavinia
Cyrus McCormick: Farmer Boy
Bobbs-Merrill, 1961 (Gr. 4-8)

Dunbar, Paul
Little Brown Boy
Dodd Mead, 1940 (Gr. 4-8)

Foster, Genevieve
Abraham Lincoln
Scribner's, 1950 (Gr. 4-6)

Hoffman, Elaine
More Friendly Helpers
Melmont, 1954 (Gr. K-2)

Joslin, Sesyle
What Do You Do, Dear?
Scott, 1961 (Gr. 3-4)

Kirus, Virginia
First Book of Gardening
Watts, 1952 (Gr. 4-6)

Russell, Solveig
Trees for Tomorrow
Melmont, 1959 (Gr. 4-6)

Stevenson, Augusta
Abe Lincoln, Frontier Boy
Bobbs-Merrill, 1959 (Gr. 4-6)

Wagoner, Jean B.
Jane Addams, Little Lame Girl
Bobbs-Merrill, 1944 (Gr. 4-6)

FILMS

Boundary Lines
10 min. color X-B-50

Brotherhood of Man
10 min. color X-B-49

Fire Prevention in the Home
14 min. b&w X-F-108

Heritage
10 min. color X-H-80

The Living City
25 min. b&w X-L-68

The House I Live In
10 min. b&w X-H-12

Our Town Is the World
11 min. b&w X-O-38

Planting Our Garden
11 min. color X-P-87

Pride of a City
20 min. color X-P-129

School Rules: How They Help Us
10 min. b&w X-S-144

FILMSTRIPS

American Scientists
(1980) color
"Cyrus McCormick"
Visualcraft

Family Shelter Services
(2096)
"Planning a Home"
"Building a Home"
"My Dad Is a Carpenter"
"From Tree to Homesite"
"Men and Building Materials"
Long Filmslide

The Conservation of Our Resources
(2182) color
"Water and Its Conservation 99-D"
"Conservation of Human Resources"
American

Growing in Citizenship Series
(2204) color
Visualcraft

Early America Series
(2256) b&w
"Pioneer Fire Room"
"Early American Kitchen"
"Chicago Historical Society"
Dowling

Then and Now in the United States
(2318) color
"Then and Now Along the Main Streets
of the East"
"Then and Now on the Great Lakes
Waterway"
"Then and Now in the Cornbelt"
"Then and Now in the Midwest Dairy
Lands"
E.B.F.

MATERIALS FOR TEACHER REFERENCE OR ADAPTATION

Bergren, Marie
See Chicago On Your Own
See Chicago on your Own, Inc. (Gr. 6-8)

Block, Marie
Marya
Coward, 1957 (Gr. 5-7)

Chicago Board of Education
Curriculum Guide for the Social
Studies (Grade Eight, units VII
and VIII) 1964

Condon, N.N.
Go-Go Chicago White Sox
Coward, 1960 (Gr. 8)

Frierwood, Elizabeth
Head High, Ellen Brody
Doubleday, 1958 (Gr. 8)

Hill, Marjorie
Look for the Stars
Crowell, 1956 (Gr. 6-8)

Lawson, Robert
Great Wheel
Viking, 1957 (Gr. 7-8)

Means, Florence
Knock at the Door. Emmy
Houghton, 1956 (Gr. 7-8)

Neyhart, Louise
Giant of the Yards
Houghton, 1952 (Gr. 7-8)

Oakes, Vanya
Willy Wong, American
Hale, 1951 (Gr. 5-7)

Sandburg, Carl
Prairie-Town Boy
Harcourt-Brace, 1955 (Gr. 8)

Sattley, Helen
Annie
Dodd, 1961 (Gr. 5-7)

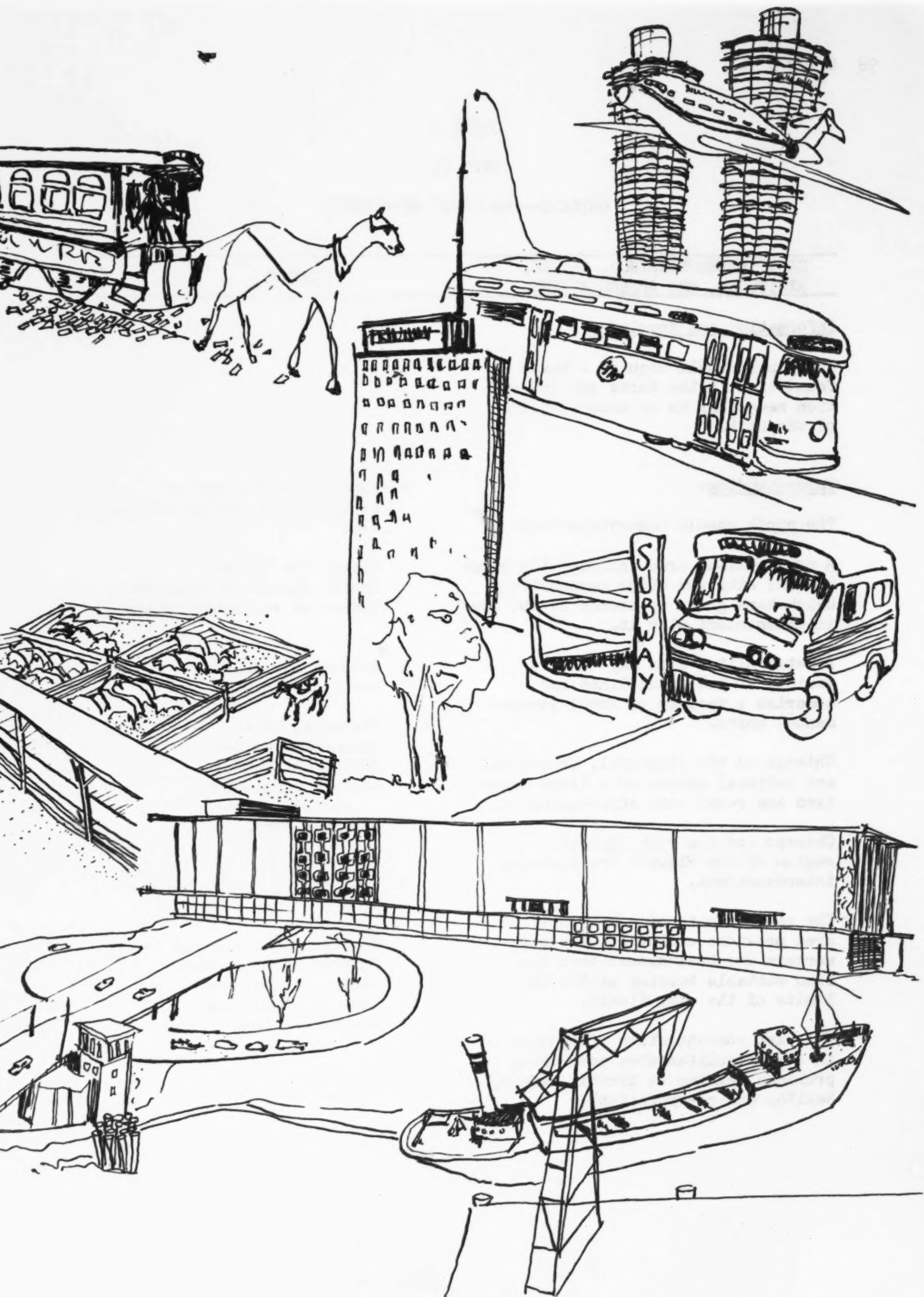
Savery, Constance
Welcome Santza
Longmans, 1956 (Gr. 5-7)

Sechrist, Elizabeth
It's Time for Brotherhood
Macrae, 1962 (Gr. 8)

Shippen, Katherine
Passage to America
Harper, 1950 (Gr. 6-8)

Waltrip, Lela
White Harvest
Longmans, 1960 (Gr. 6-8)





GRADE 3

UNIT VI

CHICAGO—OUR GREAT METROPOLIS

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

A metropolitan area includes the large central city and other communities which have grown up around it and are interdependent with it.

A metropolitan area may cross a variety of political lines and comprise a variety of local governmental units.

Chicago is the financial, industrial, and cultural center of a large urbanized and rural area surrounding it.

Chicago and the rich agricultural region of the Midwest are mutually interdependent.

The central city of a metropolitan area provides employment for more workers and businessmen than can find suitable housing within the limits of the city itself.

The vast concentration of population in a metropolitan area poses many problems related to travel, safety, health, and co-operation.

A. Function of Chicago as
"heart" of a metropolitan
area

Center for suburbs
Center for other communities
Center of rural hinterland

B. Reasons for existence of
metropolitan area

Financial center
Commercial center
Employment center
Social, educational,
cultural center
Suburban community

C. Problems of a metropolitan
area

Supplying basic needs
Traffic and transport
Health and welfare
Labor and industry
Human relations

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Function of Chicago as "Heart" of a Metropolitan Area

View the movie "The Living City" and discuss the ways in which Chicago serves as the vital core of the metropolitan area and as such has many interrelations with surrounding communities.

Bring to class copies of the three suburban telephone books for the Chicago metropolitan area and note the extent and location of communities serviced by the telephone company in the Chicago area.

*Bring to class the metropolitan section of the Sunday edition of the Chicago Daily Tribune. Locate on a map of Illinois the various suburban communities reported on in the section.

Plan a simple letter to the Chicago Daily Tribune requesting copies of the several metropolitan sections to be inserted in a forthcoming Sunday edition for the various areas to be used by the class in its study of the Chicago metropolitan area. Determine with the class the essential information to be included in the letter of request.

Discuss why Chicago can be compared to the "heart" of a body of the urbanized area stretching from Wisconsin to Indiana along Lake Michigan; draw upon the study of pets and living creatures in science to compare the flow of traffic, business, and people into and out of the city daily from and to suburbs with the movement of blood in the body.

Bring to class newspaper pictures and articles carrying information about communities and towns surrounding Chicago. Locate the communities on a map of Illinois or Indiana and note any indication of the interdependence between the city and the neighboring community.

Discuss the differences between the suburbs and towns within the metropolitan area which are industrialized and those which are chiefly residential. Try to ascertain the chief industry or industries of such communities as Gary, Cicero, Hammond, Joliet, Elgin, Lemont, Argo.

Note the industrialized suburbs and communities within the metropolitan area of Chicago on the map and check to find out whether or not these are along railroad lines. Discuss why suburbs grew up along railroad lines.

Point out the mistake on the map on page 101 in Exploring Chicago; show where Lockport should be located on the map. Recall Lockport's connection with the early history of Chicago and its importance today.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In gaining map ability, the pupil should:

locate the Midwest in relation to the rest of the United States and the world on the map and the globe

locate the suburbs of Chicago on the map of Chicago and of Illinois

locate some of the large cities in the Midwest in relation to their direction from Chicago

locate some of the large cities of the world on the globe and map.

In gaining in reading ability, the pupil should:

increase vocabulary of simple terms related to economics and sociology

read related materials to extend social studies understandings.

In developing social skills, the pupil should:

develop greater awareness of the need for co-operation and fair play among people and communities as well.

Attitudes and Appreciations

The pupil should:

appreciate the complexity of interdependence of communities and hinterland of a large metropolitan area

recognize the important contributions of our city to the greatness of our country in the modern world

derive personal satisfaction from identifying himself as a member of a great and important world metropolis.

***Find out what provision is made for getting workers and businessmen into and out of Chicago for daily occupation. Make a suburban transportation map showing the various train, bus, highway facilities used by commuters in the metropolitan area.

Share with the class the experiences or recollections of a visit to one of the suburbs or communities within the metropolitan area. Tell whether it was a residential or industrialized community.

*View the filmstrip "Life in a Small Town" from Farm and City and compare the life of a suburb or small community in the metropolitan area with life in Chicago.

View the filmstrip "Farmer, City Man Need Each Other." List the various items for which Chicago and the urbanized metropolitan area depend upon the farmers of their agricultural hinterland. Prepare a companion list to indicate how the farmer in turn is dependent upon the metropolitan area.

Take a census among members of the family to draw up a list of different communities in which to work, have friends, or to visit. Make up a class list thus obtained of "Suburbs We Have Heard About" or some such title.

Plan a picture or pair of pictures comparing the work of a pioneer farm family with that of a modern farm family. Discuss what changes have come about that make it necessary for all the farm children to remain on the farm when they grow up.

Discuss why it is easier for mothers to find work in a large urban area than in a small community far removed from the city.

List some of the activities boys and girls in a metropolitan area carry on today to earn money which could not have been carried on by farm children in the past or present; how farm children today can earn money while going to school.

Add words learned in this unit to the social studies word-book or picture dictionary; for example, suburb, commuter, metropolitan area, rural, town, village.

Construct a diorama of a suburban community that is chiefly residential showing the difference between a city community and a suburban community. Indicate such buildings or facilities which are common to both communities.

***Conduct a discussion of the advantages of growing up in a suburb compared with those of growing up in a large city such as Chicago.

B. Reasons for Existence of Metropolitan Area

Draw upon previous studies during the course of the year to list the various types of industry, business, and work done in Chicago. Explain why Chicago has so many more of all of these enterprises than any suburb.

Explain why Chicago newspapers are sold throughout the metropolitan area; while Oak Park, Evanston, and Cicero newspapers are not widely sold to residents of Chicago.

Discuss why many people come into Chicago from outlying communities to do some of their shopping, even though there are stores and shopping centers in their own community.

Look for explanations of the fact that many people live in the suburbs and communities of the metropolitan area, but drive or travel quite a distance everyday to get to work in Chicago and back home again in the evening.

***Collect pictures from the Chicago newspapers of people living, working, going to school, or shopping in communities outside Chicago. Add to this collection advertisements for suburban shopping centers or plazas, such as Old Orchard, Edens Plaza, Evergreen Plaza, Oak Brook Shopping Center, Randhurst, and Harlem-Irving Plaza.

Discuss why railroads, such as the Rock Island, Illinois Central, Burlington, Northwestern, South Shore, and Milwaukee Road run special trains every morning and evening for people who come to work in Chicago each day.

Check the classified telephone directory to make an estimate of the number of banks, stores, and hospitals within the city of Chicago. Share these figures with the class and discuss why Chicago has so many of each while outlying communities have few or none at all.

***Plan an itinerary for a bus trip to be made by the class through several different suburbs and communities within the metropolitan area, such as Cicero, Oak Park, Maywood, Brookfield, Evanston, Skokie, Park Ridge, Whiting, Hammond, Calumet City, Harvey, Blue Island. List some characteristics to note when visiting these communities.

Use a map of Illinois or metropolitan Chicago to point out how railroads and highways seem to fan out or funnel into Chicago at the very center of the spread of urban communities reaching from Milwaukee almost to Toledo, Ohio.

Check the list of jobs done by workers in Chicago; pick out those which might not be easy to find in small suburban areas.

Make a list of the different colleges and universities in the Chicago vicinity. From reading, explain why Evanston grew up where it did.

Locate on a map of Chicago the various train stations. Point out the fact that all are located on the fringe of the Loop business section of the city. Compare with a CTA map to show how all trains and subways radiate to or from the Loop.

Discuss why the city of Chicago can support an opera company, a symphony, many theaters, and shows while small suburban communities cannot.

Explain why people who have to come to Chicago everyday to work may prefer or have to find homes in suburban communities.

Bring into class pictures from the daily newspapers of new homes or developments outside the city of Chicago. Tell why it might be enjoyable to live in a suburb.

Discuss several advantages living in a city has to offer over living in a suburb.

Draw up a list of projects that might be carried out by a family to make living in the city as attractive as living in a residential suburb with lawns, gardens, and attractive homes.

Discuss some of the facts that add up to make living in a suburb more expensive and inconvenient than living in Chicago. Compare the effect of weather in various seasons upon living in both city and suburbs.

C. Problems of a Metropolitan Area

Discuss why it was easier to get some kinds of foods as a dweller in Chicago one hundred years ago than it is now, although a greater variety of food from a wider world area is now available to people who live in the metropolitan area. Tell which era is preferable and explain why.

Contrast the way in which pioneers in Chicago might go about building a home and the way in which a modern resident in the metropolitan area must do it. Discuss why in many ways building homes is much more difficult, restricted, and expensive. Tell which era is preferable and explain why.

Draw comparisons between the means by which a pioneer of one hundred years ago obtained clothing with the means by which the modern resident of a metropolitan area obtains his clothing.

Explain why people living in the metropolitan area do not have large enough fields or gardens to raise their own vegetables. Tell in what ways this lack makes supplying the metropolitan area with food an enormous and serious problem.

Discuss how people living in metropolitan areas who do not raise their own food, build their own houses, or make their own clothing manage to obtain food, shelter, and clothing. Tell with what these people really pay for these basic needs as well as for any other purchases.

Use the metropolitan Chicago map to show why the modern citizen of Chicago and the metropolitan area is farther away from his food supply in miles but closer in time of transportation than was the citizen of one hundred years ago.

Discuss how mechanical devices, such as parking meters, radar control, air patrol, and traffic lights have been used to assist and augment the traffic police force in the city and metropolitan area.

Join with the class in listing the reasons communities comprising the metropolitan area have to co-operate with one another to insure the quickest and safest flow of traffic through and within their communities.

Consider what might happen if each resident in the metropolitan area did not co-operate with his fellow-citizens in the matter of obeying traffic and parking signs and signals when no policemen were present.

Bring in pictures of traffic or stories about traffic in other cities around the world. Add these to the class file on cities around the world.

Report to the class a description of a morning traffic report broadcast for the benefit of motorists in the metropolitan area. Locate on a map of the city or metropolitan area some of the points or intersections mentioned in the traffic report.

***Obtain a road map of Illinois or a tollways map to locate the main highways leading into the city through the metropolitan area. Find the names of the streets in the city into which these highways lead.

Make a tour of the local community after or before school to find which highways run through the community, whether state or U. S. highways. Locate them on the class map of Chicago. Find out to which places in Illinois, or beyond, these highways lead. Note the type of vehicles that travel along these highways and what they carry. Explain the importance and necessity of this traffic and transportation in the metropolitan area.

Draw on previous learning about transportation to list the various types of transportation which carry materials and products into the metropolitan area or from place to place within the area.

Discuss the problems a metropolitan area faces in supplying telephone communication between one place and another. Note the way in which telephone lines are carried in the community around the school.

Discuss how electrical power and gas from homes is conducted from source to point of use in the city and metropolitan area.

View the film "Gas for Home and Industry" or "Blue Flame" and discuss the importance of this type of fuel and how it is "transported" to homes and industries.

Make a list of the many problems that grow out of obtaining, conducting, furnishing, transporting, or storing all types of fuels used in a metropolitan area for any purpose at all. Locate on the map of the United States the places from which these different fuels are obtained.

Assume the role of a guide showing visitors from a native village in the Congo or from a small farm in China our metropolitan area; explain to them how much of the necessary utilities are conveyed underground. List those places in the city itself and the suburbs to which one would take the visitors.

Discuss what problems might arise in securing an adequate supply of water not only for the industries but also for the homes and other needs of the Chicago metropolitan area.

Use the map of the United States to illustrate how Chicago's use of water from Lake Michigan affects other Great Lakes communities.

Bring to class newspaper clippings and pictures related to problems of food, shelter, or water supplies in the metropolitan area.

List many different ways in which water is needed in industry, in public and private buildings, and in the upkeep of grounds or community.

Find out through use of reading materials, references, newspapers, or other sources of information how much water is used daily by Chicago and by its metropolitan communities drawing their supply from Lake Michigan.

List additional sources of water supply that might be utilized in the metropolitan area.

Enumerate the reasons which make water conservation a crucial problem for the Chicago metropolitan area.

Collect pictures and stories from newspapers and magazines on how other cities and large metropolitan areas obtain their water supply or on the problems confronting them in this matter. Add these to the class file on cities around the world.

Contrast the approximate amount needed and the methods by which early Chicagoans obtained their water supply with the current needs and methods in the metropolitan area.

Construct a simple picture graph using jugs for each thousand gallons of water and a stick figure for each thousand people of Chicago and/or metropolitan area. Divide the graph into three sections: around 1870, around 1900, around 1960; show the number of people and the amount of water used daily or annually during each period. Discuss the story the graph tells.

Draw pictures of a well, the Chicago Water Tower, a lake crib, and the new filtration plant to place in the proper section of the graph on water and population.

Discuss the various ways by which people living in the Chicago metropolitan area get to and from work.

Enumerate the various problems that are involved with so many people moving into, out of, and around the metropolitan area. Consider the driver, the commuter, the CTA rider, the pedestrian, and the school children in the whole picture when listing problems of this traffic flow.

Develop the above problem further to include consideration of the problem of supplying the power for the movement of traffic and its regulation in the metropolitan area.

List some of the solutions used to accommodate the great increase of automobiles moving about in the metropolitan area and requiring parking space.

Explain how machines have been used to augment the supply of police officers to illustrate how the metropolitan area in many ways is just one large area of people living in a huge city working together and helping one another.

Discuss what points the visitors can be shown to demonstrate that in reality the metropolitan area is not one unified city.

Discuss means which the city uses to try to provide good and adequate shelter for people who work within the metropolitan area but cannot afford to live in suburbs or find suitable housing within existing dwelling places in the city proper.

Make a list of the advantages of living in a housing project or an apartment building within the city for all members of the family and also a list of advantages of living in a suburb of a residential type. Keep in mind the amount of money the members of a family earn.

Discuss the ways in which the communities of the metropolitan area try to safeguard the health of their citizens. View the film "Defending the City's Health" to find items to add to or broaden in the list.

Explain, on the basis of learning to date, why an epidemic might cause greater damage in a metropolitan area than in an isolated community. List the ways in which diseases might be quickly spread throughout a metropolitan area if it were not for the co-operation of the various health departments of the area.

List some of the welfare organizations which operate in Chicago and the metropolitan area. Discuss the importance of the Crusade of Mercy in a large urban area and the services it performs.

Explain why it might be possible for a large urban area to accomplish more in taking care of its poor, aged, and ill than it would be for a small community.

Talk about the problem that might confront a community or the metropolitan area if one of its big industries closed down or was forced to lay off most of its workers. Show how this situation might affect many other people in the community.

Discuss what the effect could be upon the metropolitan area if an entirely new industry opened on a vast scale in or near Chicago manufacturing for example, travel capsules for interplanetary tours. Tell what the industry would need from the metropolitan area and for what the metropolitan area would have to make plans or provisions.

Plan a guided helicopter tour over the Chicago metropolitan area. Make up an itinerary to follow and delegate various sections or aspects of living in a metropolitan area to be pointed out and explained to the tourist.

Demonstrate why it is impossible for people to live happily and comfortably in a metropolitan area unless all people are willing to respect the rights and dignity of others and to exercise the responsibilities of citizenship.

List the parks, beaches, forest preserves, museums, and other places of beauty or of recreation which all citizens of the metropolitan area are free to enjoy, responsible for conserving.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Bowers and Barr
Here Is Chicago
(University) pp. 173-75

LIBRARY BOOKS

Buchheimer, Naomi
Let's Go to the Telephone Company
Putnam, 1958 (Gr. 4-6)

De Angeli, Marguerite
Bright April
Doubleday, 1946 (Gr. 4-6)

Green, Erna
Let's Go to a Steel Mill
Putnam, 1961 (Gr. 4-6)

Russell, Solveig
From Barter to Gold
Rand McNally, 1961 (Gr. 4-6)

Sootin, Laura
Let's Go to a Newspaper
Putnam, 1956 (Gr. 4-6)

Werner, Jane
Golden Geography
Golden, 1952 (Gr. 4-6)

FILMS

Blue Flame
22 min. color X-B-117

Broad Land and Narrow Water
20 min. color X-B-112

Cities: How They Grow
11 min. b&w X-C-35

Man's Problem
19 min. color X-M-154

Petroleum and Its Uses
42 min. b&w X-P-31

The Pipeline
21 min. color X-P-45

Wise Use of Water Resources
13 min. color X-W-126

FILMSTRIPS

Big City — U.S.A.
(2160) color

Country Community
(2100) color
Carpenter

Farm and City
(2080) color
Visualcraft

Farmer, City Man Need Each Other A60
(2552) color
Carpenter

Learning to Use Maps
(2212) color
"Reading Directions on Maps"
"Measuring Distances on Maps"
"Locating Places on Maps"
"Reading Physical Maps"
"Reading Political and Economic Maps"
"Studying an Area through Maps"
E.B.F.

Your Home in the Americas
(2230) color
"Using Maps and Globes"
"Map Symbols"
"Dots and Lines"
"Where People Live and Work"
S.V.E.

The United States — Its History
(2286) color
"The Middlewest--Its History"
Visualcraft

St. Lawrence -- Great Lakes Series
(2362) color
"Ship and Power"
Bowmar

St. Lawrence Seaway
(2364) color
"St. Lawrence Seaway"
Bowmar

**MATERIALS FOR TEACHER ADAPTATION OR
REFERENCE**

Bergren, Marie
See Chicago on Your Own
See Chicago on your Own, Inc.
latest edition (Gr. 6-8)

Buehr, Walter
Oil-Todays Black Magic
Morrow, 1957 (Gr. 5-7)

Chicago Board of Education
Curriculum Guide for the Social
Studies
1964 (Grade Eight, units VII and
VIII)

Dreiske, John
Your Government and Mine: Metro-
politan Chicago
Oceana, 1959 (Gr. 8)

Newspapers and Magazines of the
Chicago Metropolitan Area

Defending the City's Health
11 min. b&w X-H-16

Gas For Home and Industry
16 min. b&w X-G-43

The Living City
25 min. b&w X-L-68

Property Taxation
11 min. b&w X-T-35

The Story of Money
18 min. b&w X-S-131

GRADE 3

UNIT VII

NEW YORK--ANOTHER AMERICAN METROPOLITAN AREA

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
New York is the largest city in the Western Hemisphere and the world's busiest seaport.	A. Outstanding features Location and size People and places Growth Advantages of the region
More people live in the New York metropolitan area than in forty-six of our fifty states taken individually.	B. Function as city of the East coast Center for suburbs in New York, New Jersey, Connecticut Center for other cities in the metropolitan area Center of the urban "sprawl" of our East coast Center of the rural hinterland
The greater part of the population of the United States lives in urbanized areas.	
Metropolitan areas grow up around large cities where raw materials, transportation facilities, and a labor supply are available or easily acquired.	
All metropolitan areas of our country face like problems of maintaining the health, welfare, safety, and education of vast numbers of people.	C. Problems of the metropolitan area Basic needs Movement of things and people Safety, health, welfare Education and employment Industry and commerce Citizenship and government
Inhabitants of metropolitan areas must co-operate in respecting the rights and dignity of others while developing their own individualities to the fullest extent.	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Outstanding Features

View the filmstrip "New York City" and make a list of the features of New York pointed out in the strip; for example, the harbor, the rivers, the skyscrapers, the bridges, traffic. Discuss resemblances and dissimilarities between New York and Chicago at first glance.

Locate New York on the map and globe. Tell which direction it is from Chicago. Point out the Atlantic Ocean, the Hudson and Mohawk rivers.

Note railroad lines running into New York. Trace railroad routes from New York to Chicago. Compare the number of railroad lines radiating from New York and those radiating from Chicago.

Note the steamship route lines; indicate on the map with distances between New York and other world ports. Explain what these lines indicate as to New York's importance as a seaport in the United States. Discuss the directions in which ships travel from various other seaports to New York.

Plan a water route trip from New York to Chicago. Use the map to point out the route and show the various directions such a route would follow to get to Chicago from New York.

Collect pictures from newspapers and magazines which show views of New York City. Extract pictures of New York City from the class file of cities around the world. Co-operate with the class in planning a bulletin board display of these pictures.

Read or listen to selections from Manhattan Island by May Garelick or The Key to New York by Alice Fleming. Discuss what might be given as the important items to learn more about with regard to New York City.

Plan a picture map to be placed on the bulletin board to which pictures might be added as the unit develops. Lay out in a rough plan Manhattan Island, Staten Island, and the western end of Long Island. Put in the names of the Hudson, Harlem, and East rivers, New York Bay, and Long Island Sound. Place an arrow in the corner of the map to indicate which direction is north.

Collect from service stations any road maps which might give a map of New York City and its environs. Bring these to class for use by all pupils.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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Metropolitan areas cope with their problems in the ways best suited to their particular needs and resources.

D. Comparison with other American metropolitan areas

There are many metropolitan areas in the United States.

Los Angeles
Pittsburgh
Detroit
Kansas City
New Orleans
Seattle

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts and pertinent to this unit.

In gaining in map ability, the pupil should:

locate the Hudson and Mohawk rivers, Long Island Sound, and New York Bay

become aware of map symbols indicating large cities and the significance of map legends

locate the East and West coasts of the United States.

In gaining in reading ability, the pupil should:

increase social studies vocabulary

read and listen to selected stories to extend social studies understandings.

In developing social skills, the pupil should:

practice courtesy and respect toward newcomers from other parts of our country or the world.

Attitudes and Appreciations

The pupil should:

Explain what the maps tell about the importance of water in New York's way of living, its growth, and its development. Tell what is the difference between the water flowing through and around the banks of New York's boroughs and the lake shore of Chicago.

Share with the class recollections of a television program emanating from New York or a movie about New York City on television.

Compare the size of the population of New York City with its more than seven million people and Chicago with its more than three million people and discuss the immensity of feeding, housing, and governing a city, the size of "two Chicagos."

Use the map of New York City to explain why it might be called an island city or five cities joined together as one.

Use the globe to discuss why New York is a convenient place for the headquarters of the United Nations.

View the filmstrip "The Patroons' Gift--Dutch in New York, 1660" and discuss how the fur trade played an important part in the beginning of early New York. Compare the role of fur-trading there with fur-trading in the early days of Chicago.

Use the globe to show the homeland from which the first settlers came to New York. Locate France, the land of LaSalle, Marquette, and Joliet.

Use the globe to point out the routes and directions by which the Dutch came to New York and the French, to Chicago. Discuss the problems of travel faced by each group and note the relative closeness in time of the Dutch settlement in New Amsterdam and of the French explorations in Illinois and the Great Lakes and Mississippi regions.

Make a simple timeline for the settlement and growth of Chicago and New York. Discuss the differences in dates.

Use reference books to find pictures of the early settlement in New York; share these with the class.

Plan and draw a picture of the Dutch settlement in New York showing the houses, windmill, and costumes of the settlers and the Indians. Place this picture next to one made of early Chicago for previous units. Compare in a class discussion the similarities and differences that are apparent.

Use the map to explain why many ships visited New York and compare New York's situation on the sea with Chicago's location on the lake.

**BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS**

CONTENT

appreciate the heritage of Americans
in a rich and colorful past and the
efforts of earlier generations to
build a great country

appreciate the fact that most Amer-
icans are descendants of immigrants
from other continents of the world

recognize the importance of nation-
wide contributions toward better
ways of living

take personal pride in identifying
himself with other Americans in other
great American metropolitan areas

become aware of the continuing trend
toward urbanization within our
country.

Find a picture of George Washington taking office as first president of the United States and share it with the class. Locate Wall Street on a map of New York City.

Discuss why the Dutch built a wall across the land end of their town. Talk about another city in the world today that has a wall and tell why it was built. Bring in newspaper pictures of the Berlin Wall.

Use the map to explain why our country in its early days, when transportation was in the same state as when the Kinzies came to Chicago, decided to have its government located in New York City until a better place could be found.

Share with the class experience of a trip to New York City; tell about the interest things seen and, if possible, show on the map the travel route from Chicago to New York City.

Bring to class pictures and articles about New York City from newspapers, magazines, and postcards. Study and discuss these with the class.

Invite a teacher who has visited New York to talk about his visit and his impressions of New York. Ask him to show photographs or postcards he may have.

Plan a class letter to a third grade class in a public school in New York City asking the pupils to write about their city and offer in return a letter about what they would like to know about Chicago.

Collect pictures of some of the famous places and people in New York City, such as the Empire State Building, Grant's Tomb, Wall Street, the Brooklyn Bridge, United Nations Building, Central Park, the Statue of Liberty, Washington Arch, Cathedral of St. John the Divine, St. Patrick's Cathedral, City Hall, Radio City, the Cloisters, the Metropolitan Museum of Art, Columbia University, Trinity Church and yard, New York Stock Exchange, New York Harbor, Times Square, Federal Hall, Yankee Stadium, Coney Island, Fifth Avenue, and the George Washington Bridge.

Use the globe to show why New York has a population composed of every nationality; locate the country from which the various ethnic groups came to New York.

List the different kinds of work people do in New York City in offices, stores, industry, entertainment, and as part of the services offered by the city government.

Read or listen to selections from Erie Canal by Samuel Hopkins Adams and point out on the map the advantages of building a canal to link the Hudson River with the Great Lakes.

Explain what advantages the Erie Canal brought to both New York City and the Middle West. Tell why, in the days before railroads were built, ships would prefer to unload their cargoes at New York rather than at Philadelphia, Baltimore, or Boston. Use the map to look for answers to these questions.

Discuss the different ways in which people living in New York City can enjoy themselves and find fun and pleasure even though living in a large, very crowded city.

From reading and class discussion, explain why New York has so many skyscrapers and so few yards and gardens.

Pretend to be a guide on a helicopter flying over New York City; list the points of interest to show visitors and tell about.

Explain why the Empire State Building and the Statue of Liberty are both good symbols for the city of New York.

Use newspaper and magazine pictures that have been gathered by the class to point out the difference in appearance of streets or communities in New York and in Chicago.

Contrast a map of Chicago showing parks with a map of New York showing parks. Explain what this comparison tells about the appearance of New York City to a Chicagoan.

Plan and construct a diorama of Manhattan Island and nearby sections of the four other boroughs of Brooklyn, Bronx, Queens, and Richmond (Staten Island), and put in important streets and places, bridges, Staten Island ferries.

Plan a class television program entitled "Cities' Show Case" in which Chicago and New York will be compared and described; make illustrations for views to be shown on the program.

Learn the song "Sidewalks of New York." Discuss the fact that in Manhattan it is East Side, West Side; while in Chicago it is North Side, South Side, and West Side.

From pictures, reading, and discussion list the different ways in which people living in New York City travel from one borough to another.

B. Function as City of the East Coast

View the film "Living in a Metropolis" and try in the first showing to point out and name buildings and places in New York City. View the film again to compare living in New York City with living in Chicago.

Discuss the ways in which the New York metropolitan, as well as the Chicago metropolitan areas, are examples of how poor, uneducated, unwanted people in one land can make better homes, enjoy better ways of living, and find greater happiness by working and living under a free democratic form of government such as that of the United States.

Collect pictures from newspapers and magazines of the ways in which people work, live, or enjoy their leisure in the metropolitan area of New York.

Study a transportation or road map of the metropolitan area of New York and list the names of expressways and superhighways and the suburbs which they link to the city of New York.

Plan a class-made textbook giving information about sights, places, people, and their work and homes in the New York metropolitan area. Add pictures to illustrate each page of the book.

Add words learned to the social studies wordbook. Include such words and places as tunnel, ferry, Manhattan, New York, Broadway, and any others important to the unit.

View the filmstrip "New York City" and discuss the similarities of living and working in the New York metropolitan area and in the Chicago metropolitan area.

From reading and references, find out how the rural hinterland of the New York metropolitan area compares with that of Chicago.

View the filmstrip "Power and Industry" to learn about the many ways in which industry operates in the region of which New York is the "heart" city.

Make a simple map of the United States showing the different crops and products and materials which are produced in the United States; attach red strings to the regions which supply the needs of the Chicago metropolitan area and blue strings to the regions which supply the New York metropolitan area. Contrast the rural region around Chicago with that around New York.

C. Problems of the Metropolitan Area

Bring to class pictures from newspapers and magazines of homes, apartments, hotels, and housing projects in New York City and its metropolitan area to add to those collected by the class for its cities around the world. Compare buildings and homes with those in Chicago and its metropolitan area.

Collect from newspapers and magazines, pictures of people shopping in stores, markets, and supermarkets in the New York metropolitan areas and compare with stores, produce, and supermarkets in the Chicago area.

Use the map to locate the many large cities along the eastern coast of the United States between Baltimore and Boston. Tell in which direction each lies from New York and from Chicago.

View the film "Tugboats" and discuss the importance of the harbor and shipping in making New York the largest city in the United States.

Read or listen to Four-Story Mistake by Elizabeth Enright and discuss living in the suburbs of New York. Locate the names of some of the suburbs around New York City; note which are in New Jersey, which in New York, and which in Connecticut.

Discuss the various reasons which make people want to live in a suburb rather than inside the city of New York.

Make a list of the different ways in which people who live in the suburbs of New York can commute to and from their work each day. Indicate any types of transportation they might use which suburbanites of the Chicago area do not use.

Explain how trains get to Manhattan from New Jersey even though there are no railroad bridges across the Hudson in the vicinity of New York City.

Locate on a map of New York the Holland and the Lincoln tunnels for vehicular traffic from New Jersey to Manhattan. Explain why these were built.

Use the map to locate other cities in New Jersey that are close to New York City and part of the spread of urban areas along the Atlantic coast.

Use the map to explain why this part of the United States has always had the heaviest concentration of population. Show on the map how the immigrants probably moved on from New York to Chicago.

Use reference books to find out if any of the cities in the New York metropolitan area are as highly industrialized as Gary or Hammond in the Chicago metropolitan area. List the various types of industries located in those cities.

Share with the class experiences of seeing New York Harbor and the Statue of Liberty.

Listen to and discuss the inscription on the Statue of Liberty written by Emma Lazarus:

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed, to me;
I lift my lamp beside the golden door.

From reading and use of references, discuss the problem of supplying New York with water. View the movie "Water Supply."

Contrast the problem of water supply in the metropolitan areas of New York and Chicago.

View the film "Living in a Metropolis" and list the problems connected with insuring the efficient and healthy functioning of a metropolitan community.

Plan a mural or bulletin board on the subject of "Basic Needs of Metropolitan Areas" or "Chicago and New York" to show the similar and different ways in which each metropolitan area meets the need for shelter and food, water, and clothing. Add to the display as the unit evolves.

Discuss the different ways in which things and people move about in Chicago and New York City and include the problem of getting people and things to their destination in metropolitan areas with buildings that rise as high as 102 stories into the air.

Study a transportation map of the New York metropolitan area and compare the number of expressways, subways, tunnels, bridges, and ferries used to handle traffic into and within the New York metropolitan area with those in Chicago.

Consider the difficulty of building bridges in New York City between Manhattan and New Jersey where the Hudson River is about five blocks across and between the boroughs of Brooklyn or Queens and Manhattan where the East River is about two and one-half blocks wide. Contrast the width of the Hudson and the East rivers with that of the Chicago River which is about one-half block wide between the Merchandise Mart and the Outer Drive Bridge.

Explain why in Manhattan it was necessary to make one-way streets of all the north-south avenues, with the exception of Fifth Avenue and Broadway, and the east-west streets, with the exception of certain streets like 34th, 42d, and other two-way cross-town thoroughfares. Name any streets in the community or in Chicago which have been made one-way streets to facilitate the movement of traffic.

Pretend to be an elevator operator in the Empire State Building and explain why he performs an important function in the daily lives of people working or visiting in the building.

List the products that are made in the New York metropolitan area and the places in our country to which these products, whether goods, articles, media of entertainment, or pleasure are sent. List also the places in our country from which the raw material or specialists engaged in these businesses or industries come to New York.

Keep a tally during one evening's watching of television of how many programs originate from New York City. Compare this tally with those made by other members of the class.

Discuss why so much of our entertainment and so many of our books are produced in New York City.

Collect pictures from newspapers and magazines of policemen and firemen at work in New York City. Ask any adults in the community if they remember Chicago's having mounted policemen.

From reading and discussions, look for examples of ways in which the New York metropolitan area endeavors to relieve housing shortages, handle public health problems, and provide suitable recreational facilities for its citizens. Compare these with similar activities undertaken in the metropolitan area of Chicago.

Explain why New York may have greater problems in every respect than the metropolitan area of Chicago.

Bring into class pictures from newspapers, magazines, postcards, and travel folders of places within the New York metropolitan area which are noted places of learning; for example, Columbia University, College of the City of New York, New York University, Fordham University, Queens College, Brooklyn College, Hunter College, Barnard College, Julliard School of Music, Museum of Modern Art, Metropolitan Museum of Art, the Cloisters, the Metropolitan Opera, Carnegie Hall, Colosseum, Lincoln Center, Lewisohn Stadium, Brooklyn Museum of Art, and any others.

From newspapers and magazines collect advertisements which indicate New York as the location of the office of the company advertising its products.

Discuss the reasons New York is a fashion center and garment-making center of the United States considering both geographical and historical factors.

Explain why the New York metropolitan area has a population made up of so many different nationalities and culture-groups. Use the world map to illustrate the explanation.

List the reasons why it is essential for people living in the metropolitan area to co-operate with one another in every way.

Make a list of famous Americans from New York and discuss the ethnic backgrounds from which they came.

Plan a picture which might be titled "New Yorkers and Americans All" showing famous New Yorkers and ordinary citizens of different creeds and colors who have contributed and are contributing toward making New York and our country a better place in which to live.

D. Comparisons with Other American Metropolitan Areas

Compare newspaper and magazine pictures or postcards of other large cities in the United States with views of New York and Chicago.

Locate the other large urban areas of the United States on the map and globe.

Check the map to see if the legend indicates the size of city population.

Play a map game in which each player is called upon to go to the map and by using the symbol for city-population locates various American metropolitan areas; for example, "The largest metropolitan area on our West coast" or "A metropolitan area on our Gulf coast" or "A metropolitan area on Lake Huron or Erie," "on the Mississippi."

Form a research "Water Supply" team to locate information on how various large cities, such as Los Angeles, Pittsburgh, New Orleans, and Detroit obtain water for their populations.

Play a "Name the Industry" game by locating on the map the city famous for making automobiles, for producing steel, for stock yards, movies, flour, or airplanes (Burbank, California).

List the factors which study and discussion thus far have brought out as important in the development of large cities and their metropolitan areas.



RESOURCE MATERIALS

LIBRARY BOOKS

Alexander, Anne
Boats and Ships from A to Z
 Rand McNally, 1961 (Gr. 3-5)

Banks, Marjorie L.
Where Rivers Meet
 Benefic, 1958 (Gr. 4-6)

Barker, Melvern
Shipshape Boy
 Scribners, 1961 (Gr. 2-4)

Bauer, Helen
Good Times at the Fair
 Melmont, 1957 (Gr. 3-5)

Bauer, Helen
Good Times at the Park
 Melmont, 1954 (Gr. 2-4)

Buchheimer, Naomi
Let's Go to the Library
 Putnam, 1957 (Gr. 3-5)

Carter, Katherine
True Book of Oceans
 Childrens, 1958 (Gr. 2-4)

Colonus, Lillian
At the Library
 Melmont, 1954 (Gr. K-2)

Colby, Carroll B.
Earthmovers
 Coward, 1955 (Gr. 4-8)

Dudley, Ruth H.
At the Museum
 Melmont, 1956 (Gr. 4-6)

Earle, Olive
State Trees
 Morrow, 1960 (Gr. 4-6)

Earle, Olive
State Birds and Flowers
 Morrow, 1951 (Gr. 4-6)

Enright, Elizabeth
Four-Story Mistake
 Holt, 1959 (Gr. 4-6)

Estep, Eleanor
Pioneer Engineers
 Benefic, 1959 (Gr. 4-6)

Faulkner, Georgene
Melindy's Medal
 Messner, 1945 (Gr. 4-6)

Freeman, Don
Norman the Doorman
 Viking, 1959 (Gr. K-2)

Garellick, May
Manhattan Island
 Crowell, 1957 (Gr. 4-6)

Gates, Richard
True Book of Conservation
 Childrens, 1959 (Gr. 3-4)

Goodspeed, J. M.
Let's Take a Trip to Watch a Building Going Up
 Putnam, 1956 (Gr. 4-6)

Greene, Carla
I Want to Be a Road Builder
 Childrens, 1958 (Gr. 2-4)

Greene, Carla
I Want to Be a Librarian
 Childrens, 1960 (Gr. 1-2)

Hall, Natalie
World in a City Block
 Viking, 1960 (Gr. 4-6)

Hammond, Diana
Let's Go to a Harbor
 Putnam, 1959 (Gr. 3-5)

Hastings, Evelyn
Playground Fun
 Melmont, 1955 (Gr. 1-2)

Hawkinson, Lucy and John
City Birds
 Whitman, (Gr. 2-4)

Koch, Dorothy
I Play at the Beach
 Holiday, 1956 (Gr. 2-3)

Le Grand (pseud.)
How Baseball Began in Brooklyn
 Abingdon, 1958 (Gr. 3-5)

MacKellar, William
Two for the Fair
 McGraw, 1958 (Gr. 4-6)

Marks, Mickey
Straw-Hat Theater
 Knopf, 1959 (Gr. 4-6)

Perkins, Marlin
Zooparade
 Rand McNally, 1954 (Gr. 4-6)

Riedman, Sarah
Let's Take a Trip to a Skyscraper
 Abelard, 1955 (Gr. 4-8)

Rosenfield, Bernard
Let's Go to the U.S. Mint
 Putnam, 1960 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to the Capitol
 Putnam, 1959 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to the White House
 Putnam, 1959 (Gr. 3-5)

Russell, Solveig
From Barter to Gold
 Rand McNally, 1961 (Gr. 4-6)

Snyder, Dick
One Day at the Zoo
 Scribners, 1960 (Gr. K-2)

Sootin, Laura
Let's Go to a Concert
 Putnam, 1960 (Gr. 3-5)

Sootin, Laura
Let's Go to a Zoo
 Putnam, 1959 (Gr. 4-6)

Weddle, Ethel
Walter Chrysler. Boy Machinist
 Bobbs, 1960 (Gr. 4-6)

Weill, Ann
Franklin Roosevelt. Boy of Freedom
 Bobbs, 1947 (Gr. 4-6)

Wolfe, Louis
Let's Go to a Planetarium
 Putnam, 1958 (Gr. 4-6)

FILMS

Arteries of New York City
 11 min. b&w X-A-45

Boats (New York City)
 11 min. b&w X-B-11

Fred and Billy Take an Airplane Trip
 10 min. color X-F-102

Immigration
 11 min. color X-F-4

Living in a Metropolis
 20 min. b&w X-N-52

News Magazine of the Screen, May, 1955
 20 min. b&w X-N-119

Tugboats
 10 min. b&w X-T-20

Water Supply
 11 min. color X-W-30

World Cargoes for Peace
 18 min. color X-W-94

FILMSTRIPS

Children of Early America Series

Set 2

(2246) color

"The Patroon's Gift"

"Dutch in New York 1660"

"Tow-Path Boy--on the Erie Canal"
Visualcraft

The Earth and Its Peoples-Group I

(2184) b & w

"A U.S. Community and Its Citizens"
United World

The Earth and Its Peoples-Group II

(2186) b & w

"Living in a Metropolis"
United World

Earth, Home of Man

(2194) color

"Islands"

"Coastal Lands"

"This Earth of Ours"
American

Farm Fathers

(2102) color

Long FilmSlide

Food

(2164) color

"Where Food Comes From"

"Getting Food Ready for Market"

"Keeping Food from Spoiling"

"The Food Store"

E.B.F.

Introduction to the Globe

(2210) color

Jam Handy

Junior Travel Series

(2142) color

Long FilmSlide

Learning to Use Maps

(2212) color

E.B.F.

Middle Atlantic States

(2290) color

"New York State"

"New York City"

"Power and Industry"

"Philadelphia, Baltimore, and
Washington"

Haeseler

The Northeastern United States

(2490) color

"A-259-6 Five Great Cities"
S.V.E.

Ocean Freighter Series

(2144) b & w

"The Ocean Freighter"

"Operating a Freighter at Sea"
Dowling

Ships and Harbor

(2148) b & w

Visualcraft

United Nations Charter Group

(2226) color and b & w

"Aims of United Nations Charter"

"A Garden We Planted Together"

"Three Promises"

Bowmar

Your Home in the Americas

(2230) color

"Using Maps and Globes"

"Map Symbols, Dots and Lines"

"Where People Live and Work"

S.V.E.

**MATERIALS FOR REFERENCE OR ADAPTATION
BY THE TEACHER**

Adams, Samuel

Chingo Smith of the Erie Canal

Random, 1958 (Gr. 6-8)

- Adams, Samuel H.
Erie Canal
Random, 1953 (Gr. 6-8)
- Baker, Nina
Nickels and Dimes
Harcourt, 1954 (Gr. 6-8)
- Bergere, Thea
From Stones to Skyscrapers
Dodd, 1960 (Gr. 8)
- Boehm, Peggy
Story of Schools
Sterling, 1958 (Gr. 6-8)
- Bontemps, Arna
Story of the Negro
Knopf, 1958 (Gr. 7-9)
- Chicago Board of Education
Curriculum Guide for the Social Studies 1964, (Grade Four, Unit V)
- Bradley, Duane
Engineers Did It
Lippincott, 1958 (Gr. 5-7)
- Carr, Harriett H.
Young Viking of Brooklyn
Viking, 1961
- Cochrane, Joanna
Let's Go to the United Nations Headquarters
Putnam, 1958 (Gr. 5-7)
- Colby, Carroll B.
Tear Down to Build Up
Hastings, 1960 (Gr. 6-8)
- Cooke, David
How Superhighways are Made
Dodd, 1958 (Gr. 6-8)
- Current Issues of New York Newspapers and Magazines:
- Life
Holiday
New York Times
- New York Daily News
New York Herald Tribune
Transit and Tourist Maps of New York City and Environs
- Davis, Lavinia R.
Island City
Doubleday, 1961 (Gr. 6-8)
- Enright, Elizabeth
The Saturdays
Holt, 1960 (Gr. 6-8)
- Epstein, Sam
First Book of United Nations
Watts, 1959 (Gr. 6-8)
- Epstein, Sam
First Book of Maps and Globes
Watts, 1959 (Gr. 5-7)
- Fleming, Alice
Key to New York
Lippincott, 1960 (Gr. 6-8)
- Graham, Clarence R.
First Book of Public Libraries
Watts, 1959 (Gr. 5-7)
- Lenski, Lois
San Francisco Boy
Lippincott, 1955 (Gr. 5-7)
- Lent, Henry
Men at Work on the West Coast
Putnam, 1959 (Gr. 5-7)
- Loder, Dorothy
Key to Philadelphia
Lippincott, 1960 (Gr. 6-8)
- Sterling, Dorothy
United Nations, New York
Doubleday, 1953 (Gr. 6-8)
- Wattenberg, Ben
Story of Harbors
Sterling, 1961 (Gr. 6-8)
- Woodson, C. and Carter C.
Negro Makers of History
Associated, 1958 (Gr. 6-8)

GRADE 3

UNIT VIII

LONDON--A METROPOLITAN AREA OVERSEAS

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
The greater part of the world's population lives in urbanized areas.	A. Outstanding features
Regardless of language, race, nationality, or geographic location metropolitan areas all over the world face similar problems of providing for the basic needs and welfare of their population.	Location and size Importance People and places History
The basic needs and aspirations of people are the same the world over.	B. Function as "heart" of many lands
The geography and history of a region influence the nature as well as the solution of problems confronting a metropolitan area.	Center for suburbs Center for Great Britain Center for British Empire Center for British Commonwealth
The metropolitan areas of the world are centers of cultural, educational, economic, and social development.	C. Problems of the metropolitan area
Not all metropolitan areas of the world are equally developed in all respects.	Supplying of basic needs Promotion of industry Provision for safety, health, welfare Maintenance of traffic and transport Provision for education and recreation
Metropolitan areas of the world are interdependent with both their hinterlands and other metropolitan areas of the world.	D. Comparison with other metropolitan areas around the world
	Asia: Tokyo, Shanghai, Calcutta, Bombay

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Outstanding Features

Assemble pictures collected for the class "Cities Around the World" file which portray views and scenes of London.

Locate London on the map and globe. Indicate the bodies of water by which one would sail from New York Harbor into London itself. Write the names on the chalkboard and add to the class social studies notebook: Atlantic Ocean, English Channel, North Sea, Thames River.

Discuss the fact that Chicago, New York, and London, all great cities of the world are located on rivers and are great ports; explain how this illustrates the importance of water transportation in the growth of each city.

Plan a boat trip from Chicago to London via the St. Lawrence Seaway. Point out the route on the map and give the names of the various bodies of water through which the boat will pass and the directions in which it sails.

View the film "British Trade and Industry" and look for similar scenes and activities such as found among people working in Chicago and in New York. List the similarity of activities, industries, appliances, and vehicles found in all three cities.

Use almanac references to locate the number of people in London and to compare its population in round millions with that of New York and Chicago.

Plan a bulletin board entitled "Three Great English-Speaking Cities" and arrange pictures or drawings of people going about their daily routines at home, school, work, and recreation in each of the great cities.

Collect pictures from newspapers, magazines, and postcards of views of London. Note the policemen, soldiers, firemen, school children, dignitaries, and their clothing. Look for pictures of London traffic, trains, subways, buses, and compare the traffic flow, traffic signs, and styles of cars and taxis to be found in these pictures.

List some of the attractive and interesting buildings and places to be seen in London, such as Buckingham Palace, the Tower of London, Hyde Park, Westminster Abbey, Parliament House, St. Paul's Cathedral, Piccadilly Circus, Fleet Street, Trafalgar Square, and others.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	South America: Rio de Janeiro, Buenos Aires, São Paulo Europe: Moscow, Paris, Berlin, Rome Africa: Cairo, Johannesburg North America: Mexico City, Toronto, Montreal, Quebec
In gaining in map ability, the pupil should:	
use the map legend to locate large cities	
locate London and other large cities of the world on the map and globe	
locate the Atlantic and Pacific oceans, North Sea and Thames River on the map and globe	
work with city maps of London.	
In gaining in reading ability, the pupil should:	
increase vocabulary of geographic and sociological terms	
read and listen to stories of other lands and times to broaden social studies understandings.	
In developing social skills, the pupil should:	
increase respect for the worth and dignity of other peoples and cultures.	
<u>Attitudes and Appreciations</u>	
The pupil should:	
take pride in the greatness and the contributions of the United States to the world community	
appreciate the pride other nations take in their own greatness, heritage, progress, and contributions to the world community.	

***Use references to find out the way in which London is governed. Compare the titles of the city's leader and lawmakers with those of Chicago.

Find pictures of London after the Great Fire of 1666 and compare with scenes of destruction in Chicago after the Great Fire of 1871. Find pictures of London during the Blitz of 1940.

***Use a map of Chicago and one of London to find as many names as possible for streets or parks or communities that appear on both maps. In connection with this activity, use a telephone directory to note Chicago exchange names which also appear on the map of London. Discuss the relationship.

View the filmstrip "Dick Whittington and His Cat" and note the costumes worn by the people of the time and the ways in which buildings were built. Become aware of the fact that when Dick Whittington lived in the latter part of the fourteenth century, London was already nearly 1500 years old.

Discuss the meaning of the word century and how man has tried to keep an accurate record of the time as his history developed. Become aware of the meaning of the expression "twentieth century."

View the filmstrips "The Town and Its Guilds" from the series Medieval Europe or "The Town" from the series Medieval Life to acquire a visual impression of the difference between living in London of the medieval period and London of the present. Note costumes, shelter, transportation, and customs which, despite the lapse of five or six centuries, point out the persisting basic needs of human beings regardless of their place in time.

Explain why Dick Whittington's cat brought him a good return on his investment. Compare the use of a cat to combat rats with means undertaken in large urban areas at the present to control rats through proper methods of garbage collection and disposal.

Read or listen to a brief account of the Great Plague in London in 1665. Relate the plague to lack of knowledge about germs, filthy and unhealthy living conditions. Discuss ways in which modern London and other large cities guard against unhealthy living conditions and mass epidemics of disease.

Compare accounts of the Great Fire of 1666 with recollections of the Great Chicago Fire. Look for similarities in conditions which made such holocausts possible in both cities of their respective times.

List the various reasons why we today can consider the Great Fire of 1666 as a blessing in disguise. Tell about the lessons taught about fire prevention, fire precautions, and better building policies.

Collect or locate pictures of the "Blitz" of 1940 and of the ruins and rebuilding of London after World War II.

Discuss reasons why in a war the large urban areas of the world are a vital target of the enemy. Explain why this situation makes world peace and understanding among all nations essential to the preservation of the human race.

Bring to class old Christmas cards and scenes which show views of towns and rural life in England in earlier times. Share these with the class and compare the views with pictures of present day England and Chicago.

Compare in round numbers the ages of London, New York, and Chicago and discuss the fact that London had been an urban area for approximately 2000 years before Columbus discovered America.

List reasons for London's growth from a place where the Thames was easy to cross to what was, for long, the largest city in the world. Compare these reasons with those which explain Chicago's and New York's growth into great cities of the world.

B. Function as "Heart" of Many Lands

Locate or observe a map of Greater London and the many suburbs which cluster around the area in the center of which lies the city of London.

Compare the ring of suburbs around London with those lying around Chicago. Discuss reasons why many people who work in London would live in these suburbs.

Find pictures of the houses and streets of London in reference books, travel folders, or English newspapers available at Loop newsstands or bookstores downtown. Note similarities or differences to be found among homes and streets in suburban London and suburban Chicago or New York.

Co-operate with the teacher in drawing up a letter to the British Consulate in Chicago and the Central Office of Information in London asking for a set of whatever pamphlets, maps, and pictures they have available for the use of the class in its study of London. Share the materials received with the entire class.

Study transportation maps of Greater London to note subway, railway, and highway routes for accommodating the flow of traffic and people between London and its suburbs. Compare these with the same accommodations provided for Chicago and its suburbs. Discuss how the fact that London has twice the population of Chicago affects any differences noted.

Bring to class pictures of Queen Elizabeth of England and discuss the ways in which her being Queen as well of Scotland, Wales, and Northern Ireland affects the importance and function of London as the chief city of the United Kingdoms.

Bring to class pictures of Parliament House in London and discuss its function in the United Kingdom. Find out which building in the United States plays the same role in the United States.

Discuss how the fact that Elizabeth is also Queen of Canada, Australia, New Zealand, and colonial possessions, and Empress of India affects the importance, functions, and attraction of London as a tourist and business center of the world.

Locate on the map, and the globe or observe as the teacher locates on the map, and the globe the countries of Australia, New Zealand, Canada, India, and the colonial possessions of the British Empire and note how far-flung around the globe are regions which have an economic connection with London.

Note the various nations in the world which are affiliated with Great Britain in the British Commonwealth of Nations and locate or observe their location on the map and globe. Discuss how this affects the importance and functions of London as a cultural, industrial, financial, economic, and political metropolis for much of the world.

Use the map and globe to show routes which people from the Commonwealth Nations follow in traveling from their own country to London via ship and airplane. Point out the directions they fly to and from London and the bodies of water and countries over which they pass.

Plan a group project making a bulletin board entitled "London and Its World Suburbs." Include pictures and description of the many countries in the British Empire and British Commonwealth of Nations for which London serves as chief business, financial, and cultural center.

C. Problems of the Metropolitan Area

List the many needs which must be provided in a large metropolitan area, such as Chicago, New York, and London. Collect and bring to class or locate in reference and library books pictures showing the various types of residential and business shelter, food and water, and clothing supplies to be found in London.

***Discuss the reasons London is dependent upon many lands outside the United Kingdom to supply its basic needs of food, clothing and shelter. Include scarcity of good farm land, growing season, and area.

Discuss reasons why London gets much of its food supply from Canada, Australia, South Africa, and New Zealand as well as from truck and dairy products of Ireland, the Netherlands, and Scandinavian countries to augment what food is produced by its rural hinterlands.

Find out how London secures its water supply. Compare its methods with those of New York and Chicago. Decide which of the three metropolitan areas has the most reliable source. Use the map to note the way in which geography favors Chicago in this respect.

Bring pictures to class showing the different ways in which people of metropolitan London travel about, to, and from work, and the ways in which merchandise and materials are transported. Compare the appearance of British cars, trains, and subways with those to be seen in Chicago.

Compare, if possible, a subway map of Greater London, with one showing the Chicago and New York subway systems. Note that while in Chicago and New York the system is called a "subway," in London it is called the "underground" or the "tube." Note the fact that traffic keeps to the left in London, that traffic signs are different from ours, but that traffic lights are quite similar to ours.

List the different types of jobs and workers to be found in metropolitan London. Note those which are also to be found in Chicago.

Make a mural showing types of London workers engaged in their work. Include in the mural the various kinds and methods of transportation and travel within the metropolitan area.

Collect or locate pictures of children, youths, or adults attending the various kinds of schools to be found in metropolitan London. Discuss reasons so many different types of schools are found in large metropolitan areas of the world.

Locate pictures of London policemen and firemen carrying out their various duties. Discuss ways in which they are most like and unlike our own policemen and firemen in respect to attire, equipment, and tasks. Explain how this analysis indicates that metropolitan areas all over the world have many common problems to face.

Consult a map of London to note the various parks and places for recreation within the metropolitan area. If possible, plan a display of pictures and short compositions on "Metropolitan Recreations in Chicago, New York, and London."

Participate in a group project writing letters to children in a third grade class in a London school describing the school and city and asking them to reply with descriptions of their school and city.

Make a picture dictionary of London words used in connection with daily living in the metropolitan area. Include the Chicago word which is the equivalent of the London word. Illustrate each word with a small drawing. The following is a sample listing:

<u>London</u>	<u>Chicago</u>	<u>London</u>	<u>Chicago</u>
lorry	truck	queue	line
tram	street car	goods wagon	box car
tube	subway	petrol	gasoline
wireless	radio	biscuit	cookie

Study pictures of London streets and look for names on the various shops and businesses. Note similarities and differences in names and businesses to be found among shops and businesses in Chicago.

Bring to class pictures from the travel sections of the Sunday papers, National Geographic, postcards, snapshots of views of London and life in London. Compare these with similar views of New York and Chicago. List the features of urban living which the citizens of the three metropolitan areas share in common.

Find pictures of the seal of London and the various flags of Great Britain. Note the symbolism of the seal and the variety of flags, Royal Standard, Union Jack, and that of the City of London.

***Bring to class pictures of the Lord Mayor of London and discuss the similarity of terms, such as mayor, alderman, and council in London and Chicago.

D. Comparison with Other Areas Around the World

Compare newspaper and magazine pictures or postcards of other large metropolitan areas in the world with views of New York, Chicago, and London. Point out similarities in buildings, activities, people, and facilities. Note and discuss apparent differences. Look for evidences of the effect of climate or natural location upon the appearance and way of living of the cities thus observed.

Locate the other large metropolitan areas of the world on the map and globe.

Check the map legend to locate the other large cities of the world with populations of more than one million. Note their nearness to rivers or seacoasts. Explain why water for transportation and domestic and industrial use is essential to the development of a large metropolitan area.

Plan and maintain a current bulletin board entitled "World Cities in the News" on which are placed pictures and stories of the large cities of the world as they appear in the news of the day. Discuss the pictures and the news. Locate the cities on the map and globe and discuss the importance of the news to the people of Chicago and other cities of the world.

Play a map game in which each player is called upon to go to the map and, by using the population symbols in the legend, locate various world metropolitan areas; for example, "the largest metropolitan area in France, Germany, Russia" or "a world city with a wall built through its center" or "a world city which is the 'heart' of a large religious group."

With the help of the librarian list the ten largest cities in the world. Locate the cities on the map and globe. Bring pictures of these cities from books and magazines and list the features they share in common; include public water supply, transportation facilities, housing provisions, traffic, health, and safety problems.

Discuss the different ways in which the great cities of the world are linked together by modern means of transportation and communication.

Discuss ways in which banks throughout the world make it easier for people to spend money in different parts of the world without having to carry the money from one city to the next.

Participate in a group project planning a class trip to the great metropolitan areas of the world, visiting at least one in each continent. Find out what the group will want to see in each city and how it will travel by land, water, and air from one city to the next.



RESOURCE MATERIALS

LIBRARY BOOKS

Brown, M.
Dick Whittington and His Cat
 Scribner's, 1950 (Gr. 3-5)

Epstein, Sam
First Book of Maps and Globes
 Watts, 1959 (Gr. 5-7)

Fern, Eugene
Most Frightened Hero
 Coward, 1961 (Gr. K-4)

Streatfield, Noel
First Book of England
 Watts, 1958 (Gr. 6-8)

Street, Alicia
Key to London
 Lippincott, 1960 (Gr. 6-8)

FILMS

British Trade and Industry
(London and Newcastle)
 20 min. b&w X-E-35

English Children
 11 min. b&w X-E-32

Westminster Abbey
 10 min. b&w X-W-75

World Trade for Better Living
 17 min. b&w X-W-75

News Magazine of the Screen. March
1952
 20 min. b&w X-N-77

News Magazine of the Screen.
August, 1953
 20 min. b&w X-N-90

Screen News Digest, January, 1961
 20 min. b&w X-S-256

FILMSTRIPS

Ships and Harbor
 (2148) b&w
 "The Fireboat"
 "The Harbor"
 "The Passenger Liner"
 "The Freighter"
 "The Lighthouse"
 "The Tugboat"
 Visualcraft

Children of Many Lands Series
 (2174) b&w
 "English Children"
 E.B.F.

Christmas with Our World Neighbors
 (2176) color
 "England"
 American

The Earth and Its Peoples:
Group III
 (2192) b&w
 "British Trade and Industry"
 (London and Newcastle)
 United

Earth, Home of Man
 (2194) b&w
 "Islands"
 "Coastal Lands"
 "This Earth of Ours"
 American

Families of the World
 (2200) b&w
 "England"
 Visualcraft

Growing in Citizenship Series
 (2204) color
 "Good Citizen Respects Property"
 "Good Citizen Lives Honestly"
 "Good Citizen Is Well-Informed"
 "Good Citizen Obeys Rules and Laws"
 "Good Citizen Grows in Responsibility"

"Good Citizen Co-operates with Others"
Visualcraft

Introduction to the Globe
(2210) color

"Ups and Downs"
"North, South, East, and West"
"Continents and Oceans"
"Night and Day"
"Hot and Cold Places"
Jam Handy

Learning to Use Maps
(2212) color

"Reading Directions on Maps"
"Measuring Distances on Maps"
"Locating Places on Maps"
"Reading Physical Maps"
"Reading Political and Economic Maps"
"Studying in Area through Maps"
E.B.F.

Life in Early America
(2276) color

"Life in the Early Midwest"
"Life in New Amsterdam"
E.B.F.

Heroes of Long Ago
(2378) color

"King Alfred"
"King Arthur"
E.B.F.

Christmas Stories
(1380) color

"Dickens 'A Christmas Carol'"
E.B.F.

Hero Legends of Many Lands
(1426) color

"King Arthur and the Magic Sword"
"Robin Hood and Allan-a-Dale"
S.V.E.

Stories from Other Lands
(1512) color

"Dick Whittington and His Cat"
E.B.F.

Home Life in European Lands
(2380) color

"Home Life in England"
Visualcraft

Living in Western and Northern Europe

(2390) color
"Living in the British Isles"
S.V.E.

Medieval Europe
(2392) color

"The Town and its Guilds"
E.B.F.

Medieval Life
(2396) color

"The Town"
Carpenter

Visits to European Lands
(2408) color

"England and Scotland"
Visualcraft

MATERIALS FOR REFERENCE OR ADAPTATION
BY THE TEACHER

Chicago Board of Education
Curriculum Guide for the Social Studies, 1964 (Grade Four, Unit V and Grade VI, Unit VIII)

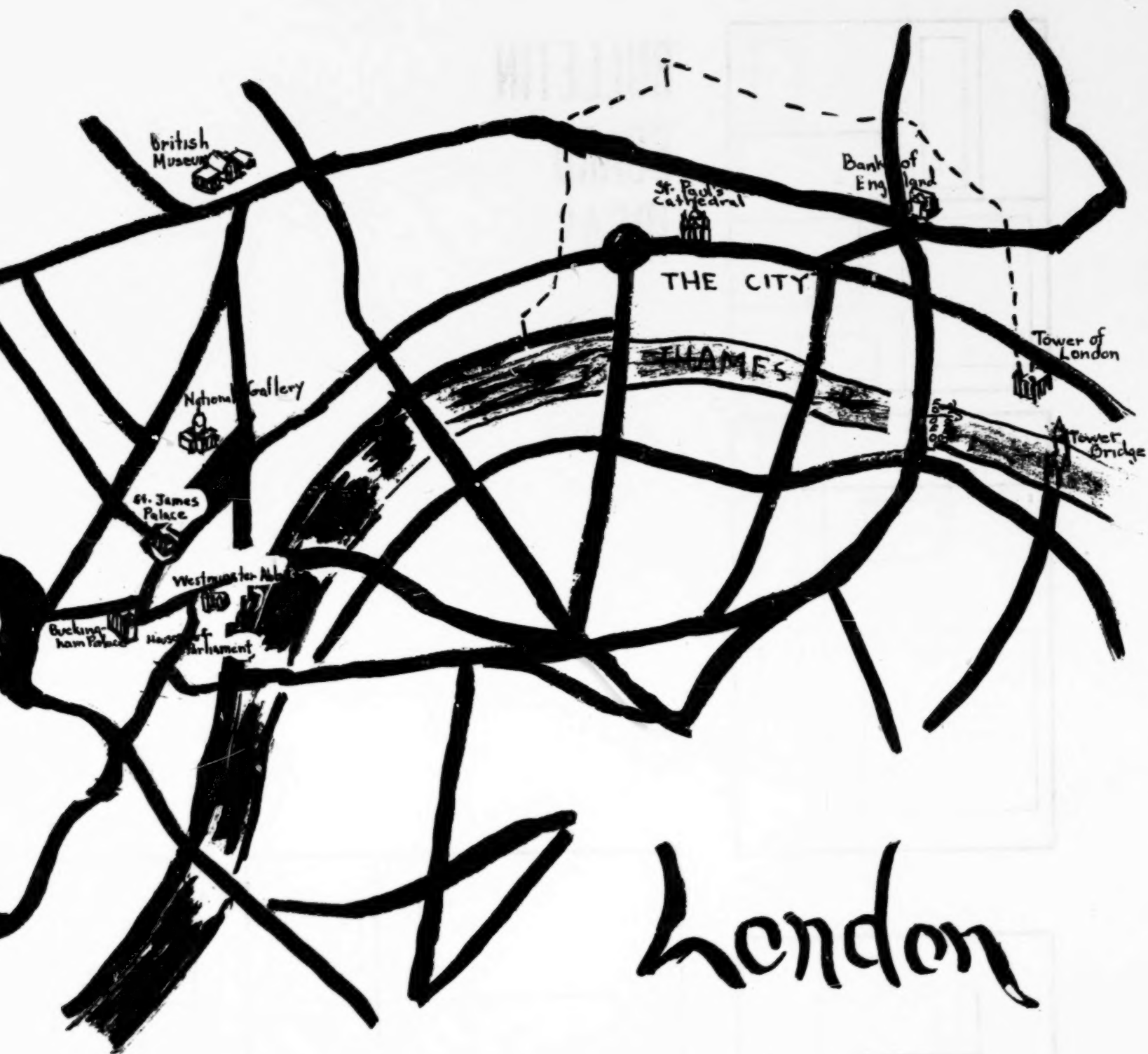
National Geographic Magazine
Vol. CIII, No. 6 (June, 1953)

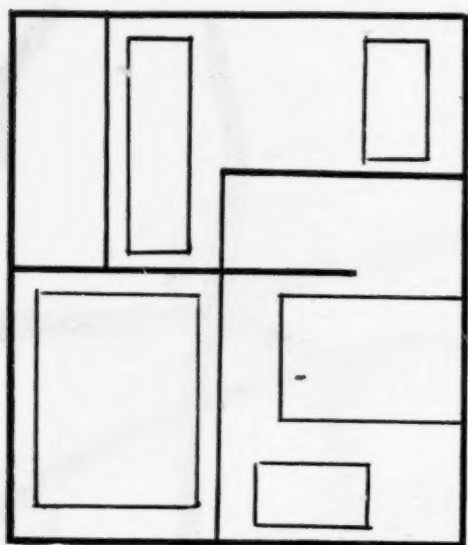
National Geographic Magazine,
Vol. 119, No. 6, (June, 1961)

Current Issues of London Newspapers
and Magazines

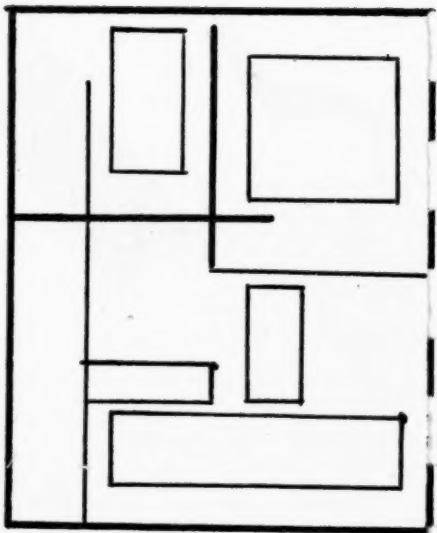
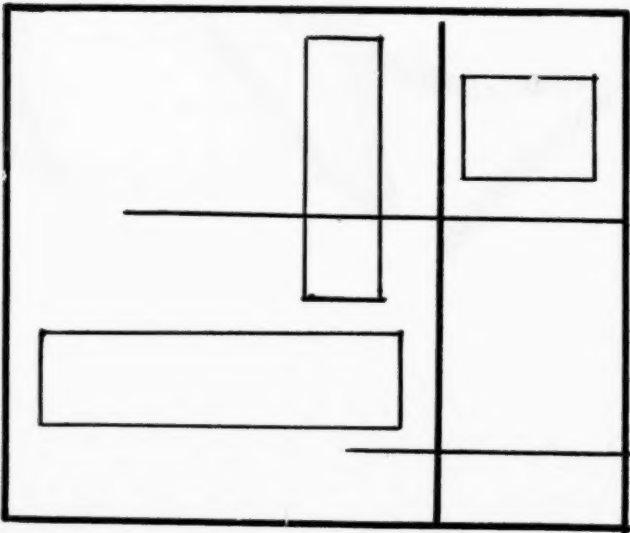
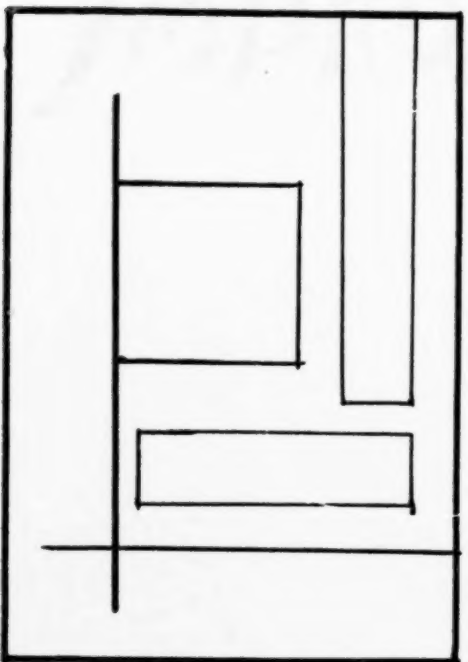
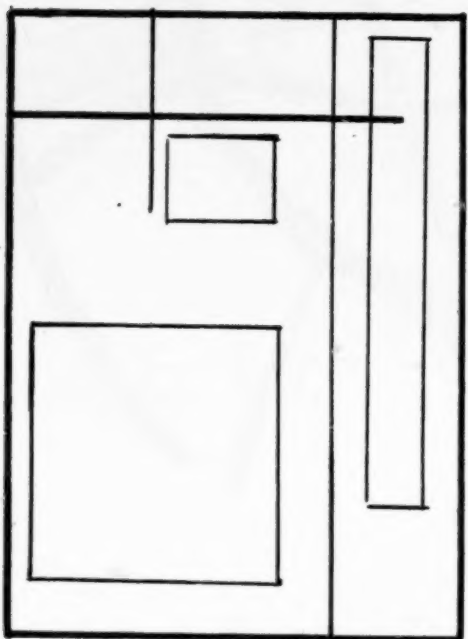
Transit, Tourist, and Travel Maps
of London and Environs

Travel Folders and Books on Con-
temporary London and England





**BULLETIN
BOARD
IDEAS**



OVERVIEW OF THE FOURTH GRADE

LIVING IN REGIONS OF THE UNITED STATES

The work of the fourth year social studies provides for further expansion of the child's knowledge and experience from his local metropolitan environment into that of the state and regions of the United States and similar regions of the world. The study should show the influences of historical and physical environments upon ways of living, the ways in which man adjusts his way of living to physical conditions in a specific region, and the ways in which man modifies his environment. The study of the regions of the United States begins with the Midwest and other regions of the world which are similar to it; the study continues, comparing each region of the United States with other similar regions of the world.

The specific goals of the learning experiences in the fourth year are:

- to understand the historical, physical, and human influences which fostered the growth and development of the State of Illinois

- to understand that the abundant supply of natural resources contributed, in a great measure, to the development of the United States as a leader among the nations of the world

- to understand the responsibility of the individual to conserve these resources

- to understand that variations in ways of living reflect differences in climate, topography, natural resources, and stages of economic development but result in satisfying the same basic needs

- to understand the geographic reasons for interdependence of regions and people

- to understand that living and working together is essential in the world today.

GRADE 4

UNIT I

INTRODUCTION TO THE UNITED STATES

 BASIC UNDERSTANDING, SKILLS,
ATTITUDES, AND APPRECIATIONS

 CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understanding

The pupil should understand that:

Men's lives are related to the natural environment in which they live and the constant necessity of adjusting to its conditions.

Natural and political divisions of a region are not always coterminous.

The earth's axis extends from the North Pole to the South Pole.

The complete rotation of the earth on its axis every twenty-four hours causes day and night and determines the time zones man has devised for world intercourse.

The complete revolution of the earth around the sun every 365 1/4 days determines the length of an earth-year.

A. Physical features

World location

Hemispheres
Continents
Oceans

Continental topography

Coastlines
Mountain ranges
River systems
Plains and deserts

Land use

Population distribution
Soil
Climate
Rainfall
Mineral resources

B. Various methods of classifying regions

Geographic regions
Economic regions
Climatic regions
Cultural regions

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Physical Features

Compare a globe with a physical relief map of the world and tell which gives a more accurate representation of the earth as it appears in space; which is more convenient in getting a complete view of the entire world in one glance; and which is more easily stored and transported from place to place.

Discuss the various ways in which the roundness of the earth affects the daily lives of people on earth in such matters as light, heat, travel, time, scientific exploration, or any other factor.

Use the globe to locate the United States and point out its location in reference to the ocean and other land masses of the earth and to the North and South Poles. Discuss the most accurate way of describing in words the location of the United States on earth.

Locate the equator on a globe and show how it divides the earth into a northern and southern half or hemisphere. Point out in which hemisphere the United States is located. Name some of the other continents or countries located in the Northern Hemisphere of the earth.

Begin a geography word book in which to keep new and familiar words with geographic meanings. Add to the book each word as it comes up in discussions of geography during the course of the year. Include such words as pole, hemisphere, equator, continent, ocean, and others.

Look up and discuss the meaning of the parts of the word hemisphere. Observe the teacher slicing two oranges to demonstrate the two ways in which a sphere may be cut into hemispheres: northern and southern, eastern and western.

Assume the role of a pilot flying over the Atlantic or the Pacific Oceans who finds his plane in distress and wants to give his location in his message for help. Explain how he might pinpoint his location by means of parallels and meridians so that help might be sent as quickly as possible to the probable sight of his crash landing in the Atlantic between Europe and the United States or between Japan and San Francisco. Tell how the pilot would indicate his location if he were flying between Australia and South America or between southern Africa and South America.

Discuss the reason why morning is indicated in time designations as "a.m."; the afternoon, as "p.m." Find out through research, question, or discussion, in class the meaning of the words ante meridiem, post meridiem, prime meridian, and meridian. Locate meridians on the map. Lay a string along the zero meridian on a globe circling the earth along its course. Note which meridian it becomes after passing through the poles.

*For the academically less able pupil
 ***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
The tilting of the earth on its axis as it revolves about the sun each year causes the seasonal changes which affect the lives and agriculture of the people of a region.	
Man has not been able to change climate or the forces of nature, but he has found some way of making himself more comfortable in varying climates and protecting himself from destructive forces.	
Man modifies his environment in varying degrees to suit his way of living.	
The history and geography of our country are closely related.	
The movement and density of population in the United States are closely related to the economic activities of the various regions.	
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map skills, the pupil should:	
observe the position (inclination) of the earth on its axis	
locate continents and oceans on globe and map	
identify such surface features as mountains, plains, land, water	

Locate the countries on the globe through which the prime or zero meridian passes.

Note the difference between the lines which circle the globe north or south of the equator and those which circle the globe between the poles. Become familiar with the words parallels, latitude, longitude, and meridians. Find out their meanings and add them to the geography word book.

Bring to class two large grapefruits. On each, label the point at which the grapefruit was attached to the tree with large letters, "N.P." for North Pole. At the opposite end, label with a large "S.P." for South Pole. On each grapefruit, draw a line around the middle and label the line "Equator." Observe the teacher slicing the first grapefruit into four or eight sections through the "pole." Observe the teacher slicing the second grapefruit into disc slices parallel to the equator line. Explain how the one grapefruit offers an example of longitude or meridians; the second, latitude, or parallels. Point out these same lines on a globe and a map. Replace the sections of the first grapefruit to form the original shape. Do the same with the second and note once more how the segment lines "converge" at the poles and the disc lines run parallel to the equator.

View the filmstrips "Introduction to the Globe" and "Introduction to Maps" and note the ways in which longitude and latitude, the poles, and the equator are defined or described in these filmstrips. Compare these explanations or descriptions with personal observation of the demonstration with the two grapefruits.

Explain why people traveling on the earth or over it in the air do not see the equator or the meridians and parallels. Bring pictures or drawings of some of the instruments which navigators use to determine location in latitude and longitude in sailing or flying.

Assemble several globes of different sizes to demonstrate that each, regardless of its size, represents the entire earth. Decide on which globe the scale of miles is larger and on which, smaller.

Spin a top to show how the earth turns or rotates and how it revolves or forms an orbit while spinning. Compare this uneven path in revolving with the regularity of the earth's orbit about the sun. Note that the top eventually slows down and falls motionless on the table while the earth is continuing to rotate and revolve along its orbit about the sun.

Remove a globe from its cradle stand and spin it carefully in a large circle on the floor of the room. Observe whether, even without the force of the top, the globe tends to follow an orbital path while spinning. Set another globe on a fixed stand in the center of the floor to represent the sun. Spin the first globe by hand slowly about the sun in an orbit. Explain how the spinning of the earth determines the length of a day and how the traveling of the earth through its orbit determines the length of each year. Tell how we measure days and years.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENTS
use terms accurately for surface features	
use parallels and meridians to find location	
compare globes and maps to learn how similar information is presented	
locate land and water boundaries of the United States	
read map symbols and understand colorbands suggesting differences in elevation above and below sea level	
group states within the United States according to regional locations	
locate vegetation and climatic belts.	
In developing language skills, the pupil should:	
continue to build accurate concepts of the special vocabulary of social studies	
increase skill in reading information from symbols used in maps and globes	
extend understanding of familiar words to new meaning in geography	
recognize and use place names	
build correct understandings for geographical terms depicting surface features	
In developing social skills, the pupil should:	
learn to divide responsibilities in a group project and accept his	

Use the same globes and follow the same procedure to show the class why the sun always rises in the direction we call east and sets in the direction we call west.

Use a flashlight or small spotlight representing the sun to throw its light on the globe. Darken the room, if possible, to enhance the effect. Shine the light as it would appear at different times during the year when the top-like tilt of the spinning earth brings the North or South Pole closer to the direct rays of the sun. Find out when day and night are of equal length.

Use a globe to pick out the large land masses on the earth which are called continents. Point out the continent on which Chicago is located. Draw upon the pupil's knowledge of the poles and the equator to explain why our continent is called North America. Draw upon the pupil's knowledge of meridians and longitude to explain why North and South America are in the western hemisphere.

Use a globe to locate the water areas on the earth. Note the colors and shadings used to represent the water areas and discuss their significance.

Use a globe to locate the large bodies of water on the earth.

*Point out on a map or globe Lake Michigan and the other Great Lakes and the Atlantic and Pacific Oceans.

***Use a globe to discuss exactly how many oceans there are on the earth and what boundaries, if any, pertain to each. Use the globe to prove or refute various totals given. Account for the different names given the ocean in various regions of the earth.

Study the globe to note the relative area of land masses on the earth contrasted with the water masses. Find out which covers the greater area of the earth's surface.

Use a flat wall map to locate and name the land and water areas which are seen on the globe. Note the shapes of the various continents and tell why some continents seem to change shape or present an altered outline on a flat map.

Make a large wall chart of the colors used in the International Map Color Scale to indicate elevations of the earth's surface. Draw pictures or sketches to illustrate the topography of the land at the various heights indicated.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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own share in completing the group task

accept the necessity of basic rules for effective group work and cooperate in its planning.

Attitudes and Appreciations

The pupil should:

express interest in the world as the home of man

recognize that the people of different regions adjust to their natural environment

realize the importance of conservation of natural resources to present and future generations.

Note the variety of elevations on a physical map of the United States. Use a physical world map or globe to locate other regions of the world where similar elevations are found.

Go to a world map and trace the coastlines of the various continents of the world. Indicate the location of regular and irregular coastlines in the various regions of the world. Compare the western coastline and the eastern coastline of the United States in regard to regularity or smoothness.

Discuss what a smooth coastline may tell about shipping and fishing industries in that region as compared with these activities in a region with a highly irregular coastline.

Use a map to locate the areas in the world which have extremely high altitudes. Name the mountain ranges represented among these. Tell which range is the highest in the world and which is the highest in the United States.

Point out on a physical map of the United States the mountain ranges which are to be found in the eastern and western part of the United States. Use the map legend to determine which mountains are higher and which form a greater land mass barrier to travel and transportation on the ground. Name the states which are parts of these ranges.

Share with members of the class accounts of trips in or through the Rocky or Appalachian mountain ranges. Include the names of these mountain ranges in the geography word book made by the pupils with pictures or drawings to show the difference in appearance between the mountains of the West and those of the East.

Note the location of the western and eastern mountains in reference to their proximity to west and east coasts of our country. Discuss which would be a greater barrier to settlement and spread of colonies coming from across the oceans on either side of our country.

Use a relief map of the United States to show how the mountains of the West and East affect the river drainage of the United States. Locate the Columbia, Mississippi-Missouri, Colorado, and Sacramento river systems and show how the direction in which they flow to sea level is affected by the topography of the United States.

Locate Chicago on a relief map of the United States and use the map to explain the natural advantage of Chicago's location on the Great Lakes near the Mississippi river system.

View the film America the Beautiful and note the diversity and scenic beauty of the topography of the United States. Locate on a map the mountains and rivers mentioned or shown in the film.

*Manipulate a plastic relief globe to observe tactually the surface of the United States, noting the mountain ranges, plain areas, the Great Basin of the West. Discuss why the mountain ranges on the globe do not appear as

high above the lowlands as they actually are on the surface of the earth.

Locate on the map the dams and reservoirs built on the Columbia, Colorado, Missouri, and Tennessee rivers. Explain the need and function of these dams and how they represent man's attempt to regulate nature.

Study the map legend to learn how deserts are represented on a physical map. Locate the Great Salt Lake Desert and the Sonoran Desert of our Southwest. Study a map of the world to locate other great deserts on the earth.

Collect pictures of deserts in different parts of the world and compare their similarities and differences.

Locate the mountain peaks in the United States which are above 12,000 feet in height. Compare these with the heights of Mounts Mitchell and Washington in the East.

***Find out and explain to the class how scientists differentiate between "old" and "young" mountains.

B. Important Regions

Participate in a group map study using a physical relief map of the United States to determine how the states may be grouped into various regions. Use the map to justify or refute the placing of various states in one regional grouping rather than another.

Point out the three main sections into which the United States may be geographically divided, according to the mountain and river systems of the country.

Locate and name states that may be considered part of the western mountain region and part of the plains region of the United States.

Plan with the class a bulletin board map of the United States showing physical features and river systems. During the course of the year, mark off the various regions and add such information and pictures as are added to class understandings.

Collect as many different types of maps dealing with the United States as possible and bring to class. Explain the value and function of such maps as rainfall, population, resources, pictorial, historical, and land use maps, weather and growing-season maps.

Participate in a group project to make dioramas showing life and topography in various regions, such as a coastal region, a mountain region, a plains region, a central farming, and a desert region.

Locate the regions or general portion of the United States in which the greater part of the population dwells. Compare the density of population with the land-form characteristics and agricultural productivity of this region of the United States.

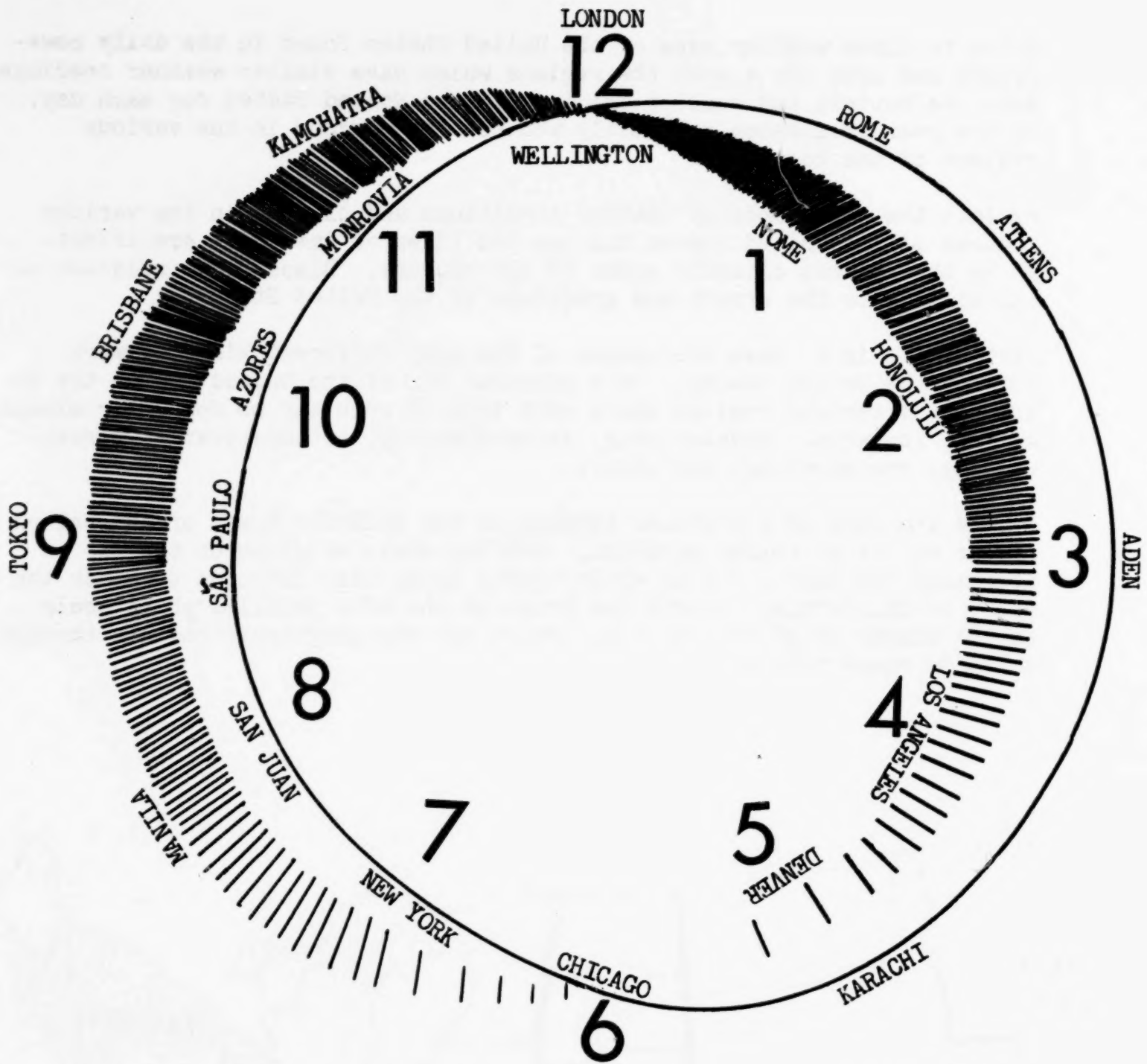
Bring to class weather maps of the United States found in the daily newspapers and note for a week the regions which have similar weather readings. Note the hottest and coolest readings in the United States for each day. As the year progresses note daily weather indications in the various regions of the country.

Explain the importance of weather conditions and climate in the various regions of the United States and how the lives of Americans are affected by the various climatic zones of our country. Discuss the relation of its climate to the growth and greatness of the United States.

Participate in a class discussion of the many different kinds of work done in the United States. On a physical map of the United States try to locate the various regions where each type of work may be done; for example, mining, lumbering, shipbuilding, streetsweeping, cotton-picking, forest-rangin^g, cow-punching, and others.

Assume the role of a traveler landing on the Atlantic Coast of the United States at the 40 degree parallel. Use the scale of miles on the map to determine how many miles he would travel along this latitude to reach the coast of California. Locate the point on the 40th parallel which would be the midway point of his trip. Point out the geographic regions through which he would travel.





Twenty-four hour clock

World Time Zones

Some countries like Venezuela and India have adopted zones timed to the half-hour. The U.S.S.R. has permanent daylight saving time, for in each of its eleven zones it is advanced one hour from standard time in that particular longitude.

Discuss with the class, using the physical map, travel experiences, pictures of various parts of our country, product maps, vacation maps, weather maps, the different ways in which the states of the United States might be grouped as cultural, historical, political, economic, agricultural, or topographical regions.

Assume the role of a traveler entering the United States from Canada where the Red River enters North Dakota at the 97th meridian and follow the meridian due south to the region of Brownsville, Texas, on the Mexican border. Describe the types of regions and topography through which his travels south would take him.

Point out on a map of the United States the point at which the 40th parallel and the 97th meridian cross. Note that this point is approximately the central point in the United States from east to west and from north to south. Note the four parts or quarters into which the United States may be divided along these lines. Tell in which section most of the population of the United States live, in which section or sections most of the farming, the industry, the level lands and the mountains lie.

Use an outline map of the entire United States to indicate the time zones of the country. Label the time zones and locate one large city in each.

Explain why when it is noon in New York City, it is only nine in the morning in Los Angeles. Tell how the shape of the earth and its relation to the sun affect time zones in our country. Discuss the effect of time zones on telecasts and broadcasts across the country.

***Participate in a project to construct a large twenty-four hour clock showing time around the world. Place London at twelve noon and Auckland, New Zealand, at twelve midnight. Place wherever possible a city for each of the other hours of the day. (See illustration).

Discuss why time zones were not important to the world in the days before airplanes, radios, television, telephone, and telegraph were invented. Explain why people say the world has grown smaller.

Bring to class a grapefruit, an orange, a rubber ball, and a globe or two of different sizes. Compare their various sizes and discuss the fact that regardless of its size any globe or sphere contains 360 degrees. Locate New Orleans on each globe and discuss the fact that regardless of the difference in sizes of globes it always appears on the 90th meridian.

Find out how many degrees of longitude are included within each of the twenty-four time zones of the world.

Explain how the rotation of the earth affects the time belts of the United States and how the tilting of the earth on its axis, as it makes its annual revolution around the sun, affects the growing seasons of the country.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
Our Big World
 (Silver Burdett) pp. 1-24, 176-83

Barrows, et al.
The United States and Canada
 (Silver Burdett) pp. 1-32

Borchert and McGuigan
Geography of the New World
 (Rand McNally) pp. 5-48

Borchert and McGuigan
Many Lands
 (Rand McNally) pp. 1-48, 225-44

Cuthright and Clark
Living together around the World
 (Macmillan) pp. 3-49, 203-75

Drummond and Sloan
A Journey through Many Lands
 (Allyn and Bacon) pp. 3-51, 181-85

Drummond, et al.
Journeys through the Americas
 (Allyn and Bacon) pp. 1-38

Gross, et al.
Exploring Near And Far
 (Follett) pp. 3-32

Thurston, et al.
Homelands of the Americas
 (Iroquois) pp. 1-35

Whittemore
The United States and Canada
 (Ginn) pp. 1-18, 381-96)

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
 (Silver Burdett) pp. 1-22

Smith and Sorenson
Neighbors in the United States and Canada
 (Winston) pp. 1-19

Fraser and Hoy
Our State
 (American) pp. 14-39

LIBRARY BOOKS

Baldwin, Clara
Hermit of Crab Island
 Abingdon, 1958 (Gr. 5-7)

Beim, Jerrold
Eric on the Desert
 Morrow, 1953 (Gr. 3-5)

Bonsall, George
How and Why Book of Weather
 Noble and Noble, 1960 (Gr. 5-7)

Branley, Franklin M.
What Makes Day and Night
 Crowell, 1961 (Gr. 2-4)

Burns, William A.
World Full of Homes
 McGraw, 1953 (Gr. 4-6)

Colby, Carroll B.
Night People
 Coward, 1961 (Gr. 4-6)

Collins, Henry Hill
Earth around Us
 Dial, 1960 (Gr. 4-6)

Cothran, Jean
Magic Calabash
 Hale, 1956 (Gr. 4-8)

Cothran, Jean
With a Wig and a Wag
 Hale, 1954 (Gr. 4-8)

FIFTH GRADE

CULTURAL PATTERNS IN THE WESTERN HEMISPHERE

- I. The discovery of a new world
 - A. The search for trade routes to the far East
 - B. Discovery of new lands
 - C. Exploration and settlement of the New World
 - II. The settlement of North America
 - A. Reasons for coming to the new land
 - B. Establishment of the thirteen colonies
 - C. Ways of living in the early colonies
 - D. Expanding society
 - E. Colonial leaders
 - III. The building of a new nation
 - A. The move toward independence
 - B. Struggle for independence
 - C. Beginnings of the new nation
 - D. Great leaders
 - IV. The westward expansion of the nation
 - A. The westward movement
 - B. Life on the frontier
 - C. United States today
 - D. Great men of the times
 - V. Canada--our northern neighbor
 - A. The land and the people
 - B. Historical background
 - C. Mode of life
 - D. Form of government
 - E. Present conditions and problems
 - F. Famous Canadians
 - VI. Mexico--our southern neighbor
 - A. The land and the people
 - B. Historical background
 - C. Mode of life
 - D. Form of government
 - E. Present conditions and problems
 - F. Famous Mexicans
 - VII. The cultures of Central America, Panama, and the West Indies
 - A. The land and the people
 - B. Historical backgrounds
 - C. Modes of life
 - D. Forms of government
 - E. Present problems and conditions
 - VIII. The cultures of South America
 - A. The land and the people
 - B. Historical backgrounds
 - C. Modes of life
 - D. Forms of government
 - E. Present conditions and problems
- ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES
- A. Holidays
 - B. Special observances
 - C. Current events

KINDERGARTEN
AT SCHOOL AND AT HOME

I. Acquaintances

- A. My identification
- B. My interests
- C. My new friends

II. My school room

- A. Physical appearance
- B. Features and characteristics
- C. Room rules and regulations
- D. View of the kindergarten

III. My family

- A. Identification of my family
- B. Activities of my family
- C. Interests of my family
- D. Friends of my family

IV. My home

- A. Concept of a house
- B. Life in the home
- C. Care of the home
- D. Comparison with other homes

V. My wholesome use of leisure

- A. Concept of wholesome leisure
- B. Places for wholesome leisure
- C. Leisure in other parts of the world

VI. My responsibilities

- A. Concept of responsibility
- B. Opportunities for exercising responsibilities
- C. How others exercise responsibilities

VII. Friendship

- A. Concept of a friend
- B. Ways of being a friend
- C. Friends in other places

**VIII. Friends in another city
in our country-Los Angeles**

- A. Comparison of Angelenos with Chicagoans
- B. Types of activity in Los Angeles
- C. Types of homes in Los Angeles
- D. Points of interest in Los Angeles

**IX. People in Tokyo, a city in
another country**

- A. Comparison of people of Tokyo with ourselves
- B. Types of activities
- C. Ways of living
- D. Points of interest

**ADDITIONAL MATERIALS TO BE
TAUGHT AT APPROPRIATE TIMES**

- A. The American flag
- B. Enjoyment of the seasons
- C. Holidays
- D. Special observances
- E. Current events

FIRST GRADE

AT SCHOOL AND IN THE NEIGHBORHOOD

I. Our school

- A. Elements of a school
- B. Rules for right behavior

II. Friends at school

- A. Friends through work
- B. Friends through play
- C. Importance and joy of being friends

III. Good friends

- A. Elements of friendship
- B. Ways of being a friend

IV. Our school workers

- A. Workers in our school
- B. Workers for our school

V. Our families

- A. Elements of a family
- B. Work of our family
- C. Leisure activities of our family
- D. Rules for a happy family

VI. Our neighborhood

- A. Elements of a neighborhood
- B. Cooperation in our neighborhood

VII. Travel from place to place

- A. Elements of travel
- B. Means of travel
- C. Highlights of travel

VIII. Our farmer friends

- A. Elements of the farm
- B. Identification of the farmer
- C. Comparison of the farm community and our community

IX. Animals from all over the world

- A. Elements of the zoo
- B. Our zoo friends

X. People in another American city-San Juan

- A. Comparison of people of San Juan with Chicagoans
- B. Types of activity of people of San Juan
- C. Ways of living in San Juan
- D. Features of interest in San Juan

XI. People in a South American city

- A. Comparison of people of São Paulo with Chicagoans
- B. Types of activity in São Paulo
- C. Ways of living in São Paulo
- D. Features of interest in São Paulo

ADDITIONAL MATERIALS TO BE
TAUGHT AT APPROPRIATE TIMES

- A. Our flag and country
- B. Good times throughout the year
- C. Holidays
- D. Special observances
- E. Current events

OVERVIEW OF THE

SECOND GRADE

OUR COMMUNITY AND OTHER URBAN AREAS OF THE WORLD

- I. Our community
 - A. Elements of our community
 - B. People and customs of our community
 - II. Utilities and services in our community
 - A. Utilities for community use
 - B. Public services
 - III. Food in our community
 - A. Purchase of food
 - B. Original sources of foods
 - C. Types of foods
 - IV. Clothing in our community
 - A. Purchase of clothing
 - B. Sources of clothing
 - C. Types of materials
 - D. Manufacture of clothing
 - E. Care of clothing
 - V. Homes in our community
 - A. Kinds of dwellings
 - B. Factors in house construction
 - C. Maintenance of housing
 - VI. Schools in our community
 - A. Overview of schools
 - B. Other services of schools
 - C. Conservation of school property
 - D. Workers in our schools
 - VII. Recreation for our community
 - A. Places for recreation
 - B. Types of recreation
 - C. Provision and maintenance
 - VIII. Effect of weather and climate on our way of living
 - A. Elements of weather and climate
 - B. Seasons of the year
 - C. Effects of the seasons in various areas
 - IX. Transportation—past and present
 - A. Elements of modern transportation
 - B. Workers in transportation
 - C. Types of early transportation
 - D. Improvements in transportation
 - E. Benefits of modern transportation
 - X. Communication—past and present
 - A. Elements of communication
 - B. Workers in communication
 - C. Early communication
 - D. Improvements in communication
 - E. Benefits of modern communication
 - XI. Another United States urban area—Detroit
 - A. Comparison of Detroiters and Chicagoans
 - B. Types of activity in Detroit
 - C. Ways of living in Detroit
 - D. Features of interest in Detroit
 - XII. An urban area overseas—Rome, Italy
 - A. Comparison of Romans with Chicagoans
 - B. Types of activity in Rome
 - C. Ways of living in Rome
 - D. Features of interest in Rome
- ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES
- A. Great American heroes
 - B. Holidays
 - C. Special observances
 - D. Current events

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SIXTH GRADE

WORLD CULTURES

- I. Cultural patterns in Sub-Saharan Africa: general introduction to the continent and regional studies
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their culture
 - D. Present conditions in the region
 - II. Cultural patterns in North Africa and the Middle East (Algeria, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Morocco, Saudi Arabia, Spanish Sahara, Syria, Tunisia, Turkey, Yemen)
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the region
 - III. Cultural patterns in India and Southeastern Asia (Afghanistan, Bhutan, Burma, Cambodia, Ceylon, Federation of Malaya, India, Indonesia, Laos, Nepal, Pakistan, Philippines, Thailand, Vietnam)
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the regions
 - IV. Cultural patterns in Nationalist and People's China
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the region
 - V. Cultural patterns of Japan and North and South Korea
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the region
 - VI. Cultural patterns in Australia, New Zealand, and the islands of the South Pacific
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the region
 - VII. Cultural patterns of the Soviet Union
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions . regions
 - VIII. Cultural patterns in Europe: general introduction and regional studies
 - A. The land and the climate
 - B. Historical backgrounds
 - C. The people and their ways of living
 - D. Present conditions in the region
- ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES
- A. Holidays
 - B. Special observances
 - C. Current events

EIGHTH GRADE

LIVING TOGETHER IN THE UNITED STATES

I. Growth into a modern industrial nation

- A. The new industrial technology
- B. Effect of technology in our economy
- C. Immigration and modern America
- D. Rise of cities since 1860
- E. Influence of big business and organized labor
- F. Political conditions, 1868-1900

II. Attainment of world leadership

- A. Emergence of the United States as a world power
- B. World War I, 1914-1918
- C. Boom and Depression, 1919-1939
- D. Political conditions, 1900-1939

III. World War II: Result of world tensions

- A. The problems of peace
- B. A war in the making, 1918-1939
- C. World War II, 1939-1945
- D. Political conditions since 1939
- E. Years of uneasy peace since 1945

IV. The challenge of an interdependent world

- A. Need for world peace
- B. Promotion of peace through the United Nations
- C. America's responsibilities in the free world

V. Functions of national and state governments

- A. The Declaration of Independence
- B. The Constitution of the United States
- C. The constitution of Illinois
- D. The flag of the United States

VI. City and county governments

- A. Operation of city government
- B. Operation of county government
- C. Other local governmental units
- D. Improvement of living through local government

VII. Responsibilities of citizenship

- A. Civic responsibilities of young Americans
- B. Leadership and statesmanship in local, national, and world affairs

VIII. Developments in our city and plans for Chicago's future

- A. Focal point of the Middle West
- B. Historical development of our city
- C. Social and economic developments affecting our city
- D. Planning for Chicago's future

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

SOCIAL STUDIES

THIRD GRADE

OUR CITY AND OTHER METROPOLITAN AREAS OF THE WORLD

I. Chicago—our great city

- A. Physical features
- B. Diversity of population
- C. Important advantages

II. Chicago—our busy city

- A. Supply of basic needs
- B. Provision for business and industry
- C. Provision for trade and transportation
- D. Provision for government service

III. Chicago—our famous city

- A. Center of attraction
- B. Center of education
- C. Center of architecture
- D. Center of beauty

IV. Chicago—our early story

- A. Indians of Chicagoland
- B. The first visitors
- C. The first settlers
- D. Highlights of growth from town to city
- E. The flag and the seal

V. Chicago—our own city

- A. Recognition of famous names in Chicago history
- B. Responsibility for cleanliness and beauty
- C. Conservation of the natural beauty of Chicago
- D. Duties of a good Chicagoan

VI. Chicago—our great metropolis

- A. Function of Chicago as "heart" of a metropolitan area
- B. Reasons for existence of the metropolitan area
- C. Problems of a metropolitan area

VII. New York—another American metropolitan area

- A. Outstanding features
- B. Function as city of the East coast
- C. Problems of the metropolitan area
- D. Comparison with other American metropolitan areas

VIII. London—a metropolitan area overseas

- A. Outstanding features
- B. Function as "heart" of many lands
- C. Problems of the metropolitan area
- D. Comparison with other areas around the world

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

PROGRAM

FOURTH GRADE

LIVING IN REGIONS OF THE UNITED STATES

- I. Introduction to the United States
 - A. Physical features
 - B. Various methods of classifying regions
- II. Illinois--our great state
 - A. Description of the state
 - B. Use and conservation of natural resources
 - C. The people of the state
- III. The Middle Western region (Minnesota, Wisconsin, Iowa, Illinois, Missouri, Michigan, Indiana, Ohio)
 - A. Description of the region
 - B. Use and conservation of natural resources
 - C. The people of the region
 - D. Related study of a similar region in another part of the world (the Ukraine, western France, northern Germany, central Argentina, Republic of South Africa)
- IV. The Southern region (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)
 - A. Description of the region
 - B. Use and conservation of natural resources
 - C. The people of the region
 - D. Related study of a similar region in another part of the world (India, China, Egypt, Brazil)
- V. The Eastern region (Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont)
 - A. Description of the region
 - B. Use and conservation of natural resources
 - C. The people of the region
 - D. Related study of a similar region in another part of the world (England, Benelux countries, Japan, Norway)
- VI. The Plains region (Kansas, Nebraska, North Dakota, Oklahoma, South Dakota, Texas)
 - A. Description of the region
 - B. Use and conservation of natural resources
 - C. The people of the region
 - D. Related study of a similar region in another part of the world (Argentina, Uruguay, Saskatchewan, North China, Russia)
- VII. The Western Mountain and Plateau region (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming)
 - A. Description of the region
 - B. Use and conservation of natural resources
 - C. The people of the region
 - D. Related study of a similar region in another part of the world (Switzerland, Peru, Bolivia, Colombia, Ecuador, Ethiopia, New Zealand)

FOURTH GRADE (Continued)

VIII. The Pacific Coastal region
(California, Oregon, Washington)

- A. Description of the region
- B. Use and conservation of natural resources
- C. The people of the region
- D. Related study of a similar region in another part of the world (Italy, Spain, Greece, New Zealand, Scandinavia, Chile, Coast of Africa)

IX. Regions of contrast--Alaska and Hawaii

- A. Description of the regions
- B. Use and conservation of natural resources
- C. The people of the regions
- D. Related study of outlying possessions (Panama Canal Zone, Puerto Rico, Virgin Islands, and Pacific islands)

ADDITIONAL MATERIALS TO BE TAUGHT
AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

Disney, Walt
Living Desert
Simon, 1954 (Gr. 4-6)

Disney, Walt
Man and Weather Satellites
Singer, 1959 (Gr. 5-7)

Epstein, Sam
First Book of Maps and Globes
Watts, 1959 (Gr. 4-7)

Epstein, Sam
All about the Desert
Random House, 1957 (Gr. 5-7)

Estep, Irene
Good Times with Maps
Melmont, 1962 (Gr. 3-5)

Evers, Alf
Abner's Cabin
Hale, 1957 (Gr. 3-5)

Freeman, Mae
Sun, the Moon, and the Stars
Random House, 1959 (Gr. 3-5)

Gibson, Gertrude
About Our Weather
Melmont, 1960 (Gr. 3-5)

Goetz, Delia
Deserts
Morrow, 1956 (Gr. 4-6)

Hackler, David
How Maps and Globes Help Us
Benefic, 1962 (Gr. 4-6)

Hambly, Wilfred D.
Desert Boy
Beckley, 1957 (Gr. 5-7)

Henry, Ralph
My American Heritage
Rand McNally, 1949 (Gr. 4-8)

Hammond, C.S.
First Book Atlas
Watts, 1960 (Gr. 4-6)

Hofsinde, Robert
Indian Hunting
Morrow, 1962 (Gr. 4-6)

Howard, Robert W.
Real Book about Farms
Garden City, 1952 (Gr. 5-7)

Justus, May
Surprise for Peter Pocket
Holt, 1955 (Gr. 4-6)

La Farge, Oliver
Mother Ditch
Houghton, 1954 (Gr. 5-7)

Lansing, Elizabeth H.
Deer Mountain
Crowell, 1953 (Gr. 5-7)

Lansing, Elizabeth H.
Jubilant for Sure
Crowell, 1954 (Gr. 5-7)

Lattimore, Eleanor
Holly in the Snow
Morrow, 1954 (Gr. 3-5)

Lauber, Patricia
Penguins on Parade
Coward, 1958 (Gr. 5-7)

Lawrence, Mildred
Homemade Year
Harcourt-Brace, 1950 (Gr. 5-7)

Lawrence, Mildred
One Hundred White Horses
Harcourt-Brace, 1953 (Gr. 5-7)

Leaf, Munro
Geography Can Be Fun
Lippincott, 1959 (Gr. 3-5)

Mitchell, Lucy S.
Our Country
Heath, 1945 (Gr. 4-6)

Otto, Margaret
Stephen's Train
Holt, 1953 (Gr. 3-5)

SEVENTH GRADE

BACKGROUNDS AND BEGINNINGS OF THE UNITED STATES OF AMERICA

- I. Life in primitive times
 - A. Prehistoric times
 - B. Basic life patterns of primitive man
 - C. Improvement in the way of life
 - D. Contributions of primitive man
 - C. Renaissance
 - D. Reformation
 - II. Early civilizations
 - A. Civilization of the Nile: Egypt
 - B. Civilizations of the Fertile Crescent: Babylonian, (Mesopotamian) Phoenician, and Hebrew
 - C. Civilizations of the Orient: Indus and Yellow River valleys
 - III. Greek civilization
 - A. Natural setting
 - B. Greek culture
 - C. Rise of city-states
 - D. Influence of the Greeks on the ancient world
 - E. Contributions of the Greeks to our civilization
 - IV. Roman civilization
 - A. Natural setting
 - B. Roman culture
 - C. Rise of Rome
 - D. The decline of the Empire
 - E. Contributions of Rome to our civilization
 - V. Barbarian, Byzantine, and Moslem cultures
 - A. Barbarian migrations
 - B. Byzantine culture
 - C. Moslem culture
 - VI. Changes in ways of living
 - A. Life in the Middle Ages
 - B. Rise of nation-states
 - VII. Beginnings of a new nation in America
 - A. Settlement of a new land
 - B. Problems of colonial government
 - VIII. The United States of America
 - A. Conflicting viewpoints between England and the colonies
 - B. Union to obtain freedom
 - C. Years of the Revolutionary War, 1775-1781
 - D. The Peace of 1783
 - IX. Establishment of the American government
 - A. Efforts to unite the nation
 - B. New government at work
 - X. The strengthening of the nation
 - A. Development of Western lands
 - B. Growth of democratic spirit
 - C. Changes in American life
 - XI. Conflicting interests within the nation
 - A. Sectional differences
 - B. Attempts at compromise
 - C. The War of the Rebellion
 - D. Postwar problems
- ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES
- A. Holidays
 - B. Special observances
 - C. Current events

EIGHTH GRADE

LIVING TOGETHER IN THE UNITED STATES

I. Growth into a modern industrial nation

- A. The new industrial technology
- B. Effect of technology in our economy
- C. Immigration and modern America
- D. Rise of cities since 1860
- E. Influence of big business and organized labor
- F. Political conditions, 1868-1900

II. Attainment of world leadership

- A. Emergence of the United States as a world power
- B. World War I, 1914-1918
- C. Boom and Depression, 1919-1939
- D. Political conditions, 1900-1939

III. World War II: Result of world tensions

- A. The problems of peace
- B. A war in the making, 1918-1939
- C. World War II, 1939-1945
- D. Political conditions since 1939
- E. Years of uneasy peace since 1945

IV. The challenge of an interdependent world

- A. Need for world peace
- B. Promotion of peace through the United Nations
- C. America's responsibilities in the free world

V. Functions of national and state governments

- A. The Declaration of Independence
- B. The Constitution of the United States
- C. The constitution of Illinois
- D. The flag of the United States

VI. City and county governments

- A. Operation of city government
- B. Operation of county government
- C. Other local governmental units
- D. Improvement of living through local government

VII. Responsibilities of citizenship

- A. Civic responsibilities of young Americans
- B. Leadership and statesmanship in local, national, and world affairs

VIII. Developments in our city and plans for Chicago's future

- A. Focal point of the Middle West
- B. Historical development of our city
- C. Social and economic developments affecting our city
- D. Planning for Chicago's future

ADDITIONAL MATERIALS TO BE TAUGHT AT APPROPRIATE TIMES

- A. Holidays
- B. Special observances
- C. Current events

Pease, Josephine
This Is Our Land
Rand McNally, 1961 (Gr. 3-4)

Maloney, Terry
Story of Maps
Sterling, 1959 (Gr. 6-8)

Podendorf, Illa
True Book of Animals of the Sea and Shore
Children's, 1956 (Gr. 3-5)

Poole, Lynn and Grey
Danger! Icebergs Ahead
Random House, 1961 (Gr. 4-6)

Posell, Elsa
True Book of Transportation
Children's, 1957 (Gr. 3-5)

Posell, Elsa
True Book of Deserts
Children's, 1958 (Gr. 2-4)

Quinn, Vernon
Picture Maps: Geography of Asia
Lippincott, 1955 (Gr. 5-7)

Quinn, Vernon
Picture Maps: Geography of Canada and Alaska
Lippincott, 1954 (Gr. 5-7)

Reck, Alma K.
Clocks Tell the Time
Scribner's, 1960 (Gr. 5-7)

Robinson, William W.
About Then and Now in American Life
Melmont, 1956 (Gr. 4-6)

Rounds, Glen
Whitey Takes a Trip
Holiday, 1954 (Gr. 4-6)

Selsam, Millicent E.
See through the Jungle
Harper, 1958 (Gr. 3-5)

Shannon, Terry
Desert Dwellers
Whitman, 1958 (Gr. 3-5)

Sondergaard, Arenson
My First Geography of the Americas
Little, 1954 (Gr. 5-7)

Sperry, Armstrong
All about the Jungle
Random House, 1959 (Gr. 6-8)

Sperry, Armstrong
All about the Arctic and Antarctic
Random House, 1957 (Gr. 6-8)

Sutton, Felix
How and Why Wonder Book of Our Earth
Noble and Noble, 1960 (Gr. 5-7)

Tannenbaum, Beulah
Understanding Time
McGraw, 1958 (Gr. 6-8)

Wall, Gertrude
Gifts from the Forest
Scribner's, 1955 (Gr. 4-6)

Watson, Jane W.
Our World
Simon, 1955 (Gr. 3-5)

Werner, Jane E.
Golden Geography
Simon, 1952 (Gr. 4-6)

Wyler, Rose
First Book of Weather
Watts, 1956 (Gr. 6-8)

FILMS

America the Beautiful
17 min. color X-A-168

Birth and Death of Mountains
12 min. color X-B-130

Day and Night
9 min. b&w X-D-36

The Earth
8 min. b&w X-E-49

Face of the Earth

11 min. color X-F-F-123

Flowering Desert

10 min. color X-F-132

Force of Gravity

11 min. b&w X-F-103

The Fossil Story

19 min. color X-F-122

Free Horizons

22 min. b&w X-H-33

Geological Work of Ice

11 min. b&w X-I-1

Glaciers

9 min. b&w X-G-70

Global Concepts in Maps

10 min. color X-G-22

How We Know the Earth Moves

11 min. b&w X-H-114

Latitude and Longitude

9 min. b&w X-L-45

Maps and Their Meaning

15 min. color X-M-131

Maps Are Fun

10 min. b&w X-M-19

One Road

25 min. color X-O-50

Our Earth

11 min. b&w X-E-11

Our Natural Resources (The Wealth of Our Nation)

10 min. color X-O-45

Rivers

10 min. color X-R-244

Round Trip: The U.S.A. in World Trade

20 min. b&w X-R-17

Surface of the Earth

11 min. color X-S-244

Time

15 min. b&w X-T-107

Understanding a Map

10 min. b&w X-U-14

Work of Rivers

11 min. b&w X-R-3

World Trade for Better Living

17 min. b&w X-W-75

FILMSTRIPS

Arbor Day

(2152) color

Bureau of A-V Instruction

University of Nebraska

The Calendar

(2172) color

"How a Day Passes"

"A Busy Week"

"The Month"

"The Year"

"Spring and Summer"

"Autumn and Winter"

Popular Science Publishing Co.

The Conservation of Our Resources

(2182) color

"This Land Is Ours"

"The Waste of Our Resources"

"The Need for Conservation"

"Water and Its Conservation"

"Soil and Its Conservation"

"Conservation of Our Forests"

"Conservation of Wildlife"

"Conservation of Minerals"

"Conservation of Human Resources"

Eye Gate House, Inc.

Earth, Home of Man

(2194) color

Eye Gate House, Inc.

Exploring through Maps

(2198) color and b&w
"Maps and Their Meaning"
"We Live on a Huge Ball"
"Flat Maps of a Round World"
"Maps and Men"
Popular Science Publishing Co.

Families of the World

(2200) b&w
"United States"
Young America Films, Inc.

Farm and City

(2080) color
"Life on a Small Farm"
"Life on a Large Ranch"
"Life in a Small Town"
"Life in a Large City"
Young America Films, Inc.

Farm Fathers

(2102) color
"My Dad Is a Truck Farmer"
"My Dad Is a Fruit Farmer"
"My Dad Is a Wheat Farmer"
"My Dad Is a Dairy Farmer"
"My Dad Is a Cotton Farmer"
Long FilmSlide Service

Food for U. S. Growth and Processing

(2106) color
Curriculum Films

Great Explorers of America Series

(2260) color
"The Story of Lewis and Clark"
"The Story of Admiral Byrd"
Society for Visual Education, Inc.

International Date Line

(2206) b&w
Popular Science Publishing Co.

Introduction to the Globe

(2210) color
"Up and Down"
"North, South, East, and West"
"Continents and Oceans"
"Night and Day"
"Hot and Cold Places"
The Jam Handy Organization

Introduction to Maps

(2208) b&w
Stanley Bowmar Co.

Learning to Use Maps

(2212) color
"Reading Directions on Maps"
"Measuring Distances on Maps"
"Locating Places on Maps"
"Reading Physical Maps"
"Reading Political and Economic Maps"
"Studying an Area through Maps"
Encyclopaedia Britannica Films, Inc.

The Map

(2220) color and b&w
"Outline Maps" b&w
"Economic Geography Maps" color
Young America Films, Inc.

Maps and How to Use Them

(2222) color
"What a Map Is"
"Elements of a Map"
"Using Common Maps"
"Maps of Physical Features"
"Maps for Special Purposes"
"The Globe"
"Using the Globe"
"Flat Maps of a Round Globe"
"Maps for the Air Age"
"Maps through the Ages"
Eye Gate House, Inc.

Miscellaneous Single Filmstrips

(2232) color
A-47 "Using the Calendar"
A-59 "The Earth's Surface"
A-71 "Drawing a Map"
A-46 "Climate and Land: Living around the World"
Morehouse Associates

Our Friends the American Indians

(2284) color
"Where Did the Indians Live?"
"Our Indian Neighbors Today"
Popular Science Publishing Co.

The United States - Its Geography

(2232) color
Popular Science Publishing Co.

United States Regional Geography

(2326) color

"The United States: a Regional Overview"

Young America Films, Inc.

Your Home in the Americas

(2230) color

"Green Lands""Using Maps and Globes""Map Symbols""Dots and Lines""Where People Live and Work"

Society for Visual Education, Inc.

MUSIC

American Singer (Grade 5)"Our Country" p. 11"A Pledge" p. 200Music Across Our Country (Grade 4)Songs listed in the unit:"We Sing of Our Country" pp. 4-7Music for Young Americans

(Book 4)

"This Is Your Land" p. 107New Music Horizons"Our Country's Flag" p. 66"What a Land" p. 75"Just Listen to America" p. 96Proudly We Sing (Grade 8)"Here Is Joy" p. 6"Keller's American Hymn" p. 8"America" p. 8This Is Music (Book 5)"The Wabash Cannonball" p. 138"America the Beautiful" p. 160

POETRY

Time for Poetry"I Hear America Singing" by Walt Whitman p. 43"Travel" by Edna St. Vincent

Millay p. 81

"City Streets and Country Roads"

by Eleanor Farjeon p. 87

"Silver Ships" by Mildred Plew

Meigs p. 81

"The Flag Goes By" by Henry H.

Bennett p. 195

Favorite Poems Old and New"My Land Is Fair To See" by Jesse

Stuart p. 229

"The Pasture" by Robert Frost

p. 230

"Country Tracks" by Monica Shannon

p. 243

My American Heritage"America" by Samuel F. Smith

p. 190

"America for Me" by Henry Van Dyke

p. 261

GRADE 4

UNIT II

ILLINOIS--OUR GREAT STATE

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

The United States is a union of fifty states, each with its own government, laws, and boundaries.

The government of a state is patterned after the government of the United States, with a governor, state legislature, and state courts.

The state has certain rights and responsibilities with which the government of the United States does not interfere as long as the rights of American citizens within the state are not violated.

A state has a capital city in which its government is located.

The people of a state are responsible for the wise utilization and conservation of its natural resources and natural beauty.

The movement and density of population within a state are closely related to the economic activities of its various regions.

A. Description of the state

Boundaries and area
Natural features
Population center of the United States
Hub of the Middle West
Political sovereignty

B. Use and conservation of natural resources

Agriculture
Mining
Manufacturing
State parks
Waterways

C. The people of the state

Early days in Illinois
Explorers, settlers, and immigrants
Great men and women of Illinois
The Government of Illinois
Lawmakers
Citizens
Services
Expenditures

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the State

View the film, produced by Illinois Bell Telephone Company, Illinois Holiday or Broad Land and Narrow Water and locate Illinois and the places described in the film on a political map of the United States. Compare the representation of Illinois on a physical map with that on a political map and discuss the relative merits of each map.

Locate Illinois on an outline map of the United States and name the important bodies of water which form the natural boundaries of the state. Print the names of these and the Illinois River on the map.

Identify on a map of the United States the five states which touch the boundaries of Illinois. Explain why Illinois and the surrounding states are called the Middle West.

*Locate on a map of the United States the two states bordering on Illinois which have man-made state lines.

Compare the size of Illinois with that of other states, such as Texas, Alaska, California, Delaware, and Rhode Island. Use the scale of miles to measure how long Illinois is from its northern boundary to its southern tip and how wide it is at its widest point.

On a physical map of the United States locate the basins of the Illinois, Ohio, Big Muddy, Wabash, Rock, Kaskaskia, and Mississippi Rivers, and Lake Michigan. Explain why a region with such natural avenues of travel might become heavily traveled and might serve as a crossroads for Indians and explorers who had no roads to follow or vehicles to ride.

View the film The Great Lakes: How They Were Formed or visit the Museum of Natural History glacier exhibits and discuss the effect of the Ice Age on the terrain of Illinois. Point out on a physical map of Illinois the glacial deposits in the upper portion of the state. Look up the word moraine in the dictionary and add this word to his social studies word-book.

Prepare a relief map of Illinois, using flour, water, and salt, to show the physical features represented on a physical wall map of the state. Paint the map, using the colors to correspond with the elevation. Prepare a legend to explain the map.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATION	CONTENT
The different ways in which people live within a region of a state are the result of economic, natural, and cultural influences.	Ways of living and working in Illinois Urban centers Rural areas
Large urban areas of a state have different problems and needs from rural or sparsely settled regions of a state.	
Man often changes the place in which he lives by building roads, bridges, dams, locks, and inland harbors. The natural resources of a region provide people with various types of work.	
With the exception of Hawaii and Alaska, a specific state is part of a larger geographic region of the United States.	
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map skills, the pupil should:	
learn to recognize natural and political boundaries on maps	
learn to use the scale of miles in a map legend	
learn to differentiate between political and physical maps of the United States	
begin to use special purpose maps showing land use and resources	

***Use reference books to locate the rank of Illinois among the United States in both area and population. Contrast the difference between these two rankings. Discuss reasons for the large concentration of population in a relatively small state.

Explain what is meant by the report of the 1960 census which places the center of United States population in central Illinois.

***Trace the movement of the center of United States population since the first census was taken in 1790.

Use a transportation or road map of the United States to point out and explain why Illinois might be called the crossroads of the nation. Explain why people from the states surrounding Illinois and the rest of the Middle West might travel through Illinois to visit, vacation, or do business in Chicago.

*Explain the expression "hub of the Middle West" and why it is applied to the state of Illinois.

***Participate in a group discussion on whether Illinois is a great and important state because Chicago is located within it or whether Chicago is great because it is in Illinois. Give reasons for both sides of the issue. Use maps and other facts to advance both sides of the question.

Share with the class description of trips in the state of Illinois. Describe the appearance of rural areas visited. Explain why Illinois is called the "Prairie State."

Discuss why some highways are called State Highway 6, while others may be marked U.S. 30 or Interstate Highway I 94. Explain what state troopers do on the highways of Illinois.

Look up the word state as it applies to a section in the United States in the dictionary and reference books. Explain to the class what the State of Illinois stands for and how it is related to the other states.

*Bring to class pictures of the Governor of Illinois and the State Capitol at Springfield. Find out what other cities have been capitals of Illinois.

Explain the difference between the largest city and the capital city of Illinois. Explain the difference between the capital city of Illinois and the capital city of the United States.

Discuss reasons for Springfield's becoming the capital of Illinois. Explain what the movement of state capitals tells about the population of the state and about means of transportation by the time Springfield was chosen as the capital.

Compare the location of our state capital in relation to the geography of our state with the location of our national capital in relation to the geography of our nation. Find out when our national capital was located at Washington, D. C., and explain what this tells about the population of the United States in 1800 and the means of transportation at that time.

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

begin to use map symbols for
population of cities and capitals.

In developing language skills, the
pupil should:

refer to illustrations for
information related to social
studies materials and problems

recognize purposes of different
kinds of maps, graphs, and
charts

read fiction and nonfiction
enrichment materials to increase
his knowledge of the physical
world and people.

In developing social skills, the
pupil should:

volunteer suggestions for group
plans

consider others in planning and
carrying out group projects.

Attitudes and Appreciations

The pupil should:

appreciate the importance of
Illinois as one of the great
states of the United States

identify himself as an Illinoisan
with a proud state heritage

become aware of the relationship
of Illinois to the United States
and to the city of Chicago

acquire a sense of pride in his
state and its achievements.

Discuss reasons why in our modern age the capitals of both Illinois and the United States might very easily be situated in or near Chicago. Produce some reasons why neither the people of Illinois nor those of the United States might favor such a relocation of capitals. Use transportation and population maps and stories about American heroes or "traditions" to back up the reasons given.

*Use a physical-political map of Illinois to study and discuss the ways in which nature has divided Illinois into natural regions and the people of the state have divided it into political regions or counties. Use a physical-political map of the United States to point out similarities of both types of division in the United States.

Examine a physical map or raised relief map to note the surface features and elevation of Illinois. Explain how it differs from the western regions or the eastern coastal areas of the United States.

B. The Use and Conservation of Natural Resources

*List the plants and animals native to Illinois. Tell where these may be seen.

Explain why the level land of the rolling plains made it easy for men like Cyrus McCormick and John Deere to experiment with new types of farm machinery.

Use a calendar and a map to explain why the region of Illinois is good for raising corn. Be sure to use these terms in the explanation: length of growing season; spring and early summer rain; hot, dry season for ripening and harvesting.

Find sample of soybeans to show to classmates. Draw a picture of the plant. List some of the many products manufactured from soybeans.

***Discuss with the class the importance of soil, rainfall, and length of growing season in determining the crops produced in a region. Experiment with the effects of moisture, temperature, and growing conditions by planting soybeans and corn in different types of soils and giving them different conditions of moisture and heat.

*Make a state products map illustrated with pictures of the products raised.

Discuss the relationship between raising corn in Illinois and raising hogs for market. Explain why Illinois leads the nation in the production of corn and is second in the raising of hogs.

Tell what some of the other agricultural products of Illinois are and how they require different growing conditions from those of corn and soybeans. Locate "Little Egypt" on the map of Illinois and explain why it was given that name.

Locate on a map of Illinois the fruit-growing counties of Jefferson, Washington, Calhoun, Marion, and Union. Note their general location in relation to the rest of the state and explain what their location may tell about the climate and growing season there.

Make dioramas or paint pictures of an Illinois farm, depicting the four seasons of the year. Place the farm in an appropriate county of Illinois.

Locate areas where these minerals are found: coal, oil, sand, limestone, lead, zinc, fluorspar.

*Make a state mineral map, illustrated with pictures or samples, of the minerals found: clay, coal, fluorspar, Fuller's earth, gravel, lead, limestone, oil, silica sand, and zinc.

List some of the products which are manufactured from the minerals, with the mineral source, found in Illinois. Bring to class pictures of some of these products to place in the proper position on the map.

***Discuss the importance of the Illinois coal fields in providing the source of light and power in the urban areas of Illinois. If possible, bring to class some samples of coal mined within Illinois.

Discuss the glass-making industry of Illinois and list the minerals used in the manufacture of glass.

Locate on a map of Illinois the state's oil fields. Explain how the presence of the oil industry in an area can affect the way of living there.

*Discuss the stages in the production of oil within the state from the drilling to the refinery. Bring to class pictures of oil derricks and other types of pumps and refineries. List the products which result from refining crude oil.

Explain the various ways in which oil is moved from the well to the consumer. Tell how oil is used within industry and homes.

Discuss the quarrying industry of Illinois. List the various uses made of our native limestone in agriculture, roadbuilding, and land reclamation, especially in Chicago.

On a markable map of Illinois locate the extent of our coal fields. List the counties which are the big producers of coal. Explain the meaning of the term soft coal or bituminous coal.

*Visit the coal mine at the Museum of Science and Industry to see how underground mining is carried on. Compare this way of mining with open pit or strip mining.

View the filmstrip "The Need for Conservation" from the series The Conservation of Our Resources. Explain why it is important to save and use wisely the state's natural resources, such as forest, coal, oil, and water.

Write to the Illinois Department of Conservation as part of a class project. Request materials on the wildlife, state parks, and waterways of Illinois.

Locate on a map of Illinois the various state parks set aside and supported by the state. Discuss their value to the people of Illinois.

***List and locate the important manufacturing centers of Illinois. Relate these centers to a population map and waterways map of Illinois. Give as many reasons as possible to explain the growth of Illinois as a great manufacturing state.

Locate on an outline map the important man-made waterways of Illinois. Use the map to demonstrate the value and function of these connecting waterways. Begin with the Illinois section of the St. Lawrence Seaway.

***Explain the importance of the Illinois River to the health and well-being of the residents of Chicago. Explain the engineering problems involved in building the Drainage Canal.

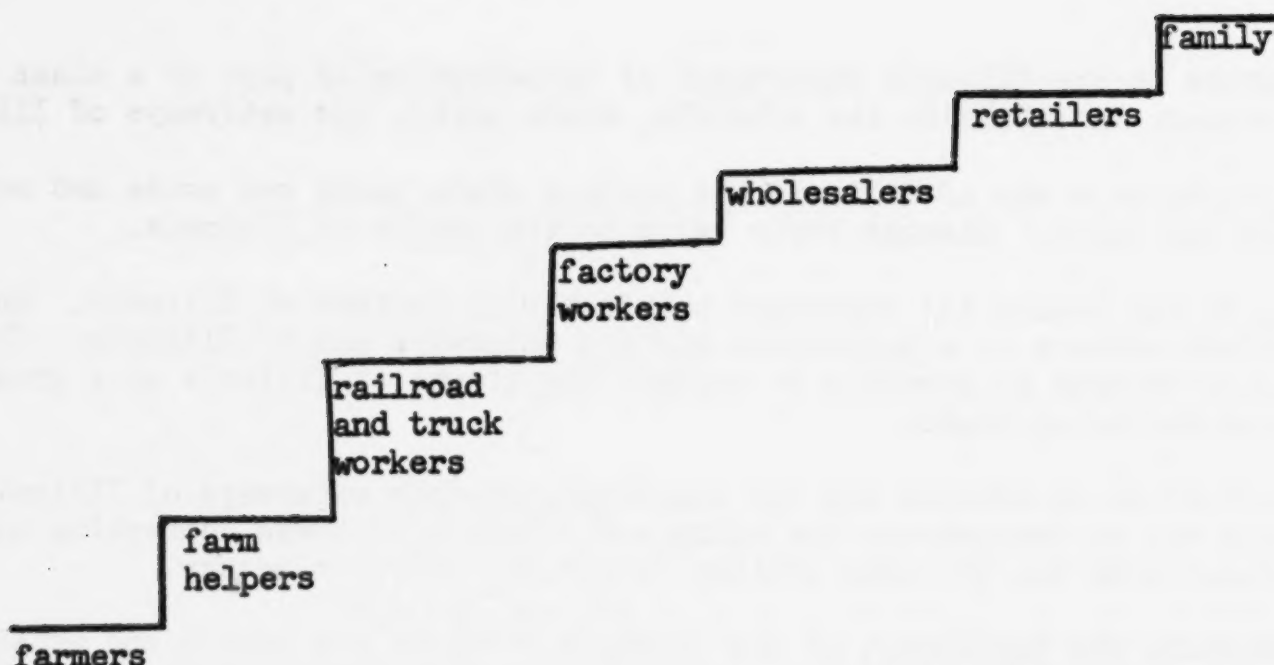
Make a chart showing some of the raw materials which come from the farms to manufacturing plants to be processed.

Corn	breakfast cereal, syrup, corn starch
Milk	ice cream, candy
Soybeans	paints, oil
Silica sand	sandpaper, shingles, roofing paper
Clay	bricks, flower pots, sewer pipes
Cattle	meats, soups
Limestone	lime for soil, steel products

Write an imaginary story about a candy bar or a breakfast food, naming the many different groups of workers needed to make the finished product.

Show by means of steps on a chart the people on whom a family depends to bring the food from the farm to the table; for example, farmer, farm helpers, railroad and truck workers, factory workers, wholesale market operations, retail store clerks, and parents.

Make or cut out pictures for each step showing the changes from the natural state to finished product. Begin with wheat and show the necessary processing to produce a loaf of bread for the family.



C. The People of the State

View the filmstrip "Eastern Forest Indians" from the series Our Friends, The American Indians to observe types of Indian life similar to that of the Illinois region.

Listen to the story "Trappers, Trails, and Traders" from Land of the Great Lakes, pp. 42-47. Learn how fur traders helped to settle the Illinois country. Tell the kinds of animals the trappers found in the region.

Recall the story of Father Marquette and Louis Joliet traveling on the Illinois River. Trace their journey on the map. Tell about their experiences with the friendly Illini Indians.

Explain why LaSalle and Tonti asked permission of the French King to point out the geographic factors which made control of the Illinois country important in the eyes of LaSalle and Joliet.

Write a description of the Illinois region at the time the early explorers saw it. Include a description of the Indians, plants, and wildlife of the region at that time.

***Locate on a map of Illinois the towns and counties that are named for Indians and Frenchmen or places. Report to the class brief sketches giving information about these places and the origin of their names.

Explain why the French forts were captured by the British and how they later became a part of the United States.

View the filmstrip "George Rogers Clark" from the American Patriots series. Tell how Clark surprised the British soldiers and captured Fort Vincennes for the Americans. Explain why the Americans wanted the lands of the Ohio and Mississippi valleys for their country.

*Point out on a map of the United States the part of the country called the West today. Tell why the states between the Mississippi, Ohio, and Great Lakes were called the Northwest or are sometimes referred to as the "Old West."

*On a markable map or desk outline map, shade, trace, or color around Wisconsin, Illinois, Indiana, Ohio, Michigan, and the southern shores of Lakes Superior, Michigan, Huron, and Erie. Tell why this section was called the Northwest Territory. Put in the names of the chief rivers of the region.

Use the map to explain how geography figured in the early settlement of the southern part of the state before the northern part. View the film "Flatboatmen of the Frontier" to find illustrations of the ways in which settlers moved to southern Illinois.

Locate the early capitals of Illinois: Kaskaskia, Cahokia, and Vandalia. Point out their general location in relation to the rest of the state. Explain what this situation might tell about the early concentration of population in Illinois.

On a map of the United States, trace the routes followed by pioneers moving into southern Illinois from Kentucky and Indiana and into northern Illinois from Massachusetts and upstate New York.

*Recall the way the pioneers lived in early Chicago. View the filmstrip "Kentucky Pioneers" from the American History Series and compare the pioneer life of Kentucky with that of Illinois.

Plan a visit with the class or members of his own family to the Chicago Historical Society to view the Lincoln dioramas and other exhibits on pioneer life in the Illinois country. Share his experiences and impressions with the class.

Write a story pretending to be a boy or girl living in pioneer times in Illinois. Describe some of the chores, schooling, games, experiences with Indians, and ways of getting food.

***Join in a discussion of how we know about the ways in which Indians lived in early Illinois and about the explorers, settlers, and pioneers of long ago. Make up a list of things historians living a hundred years from now might use to get a clear and correct picture of life in Illinois today.

*Explain why the Indians destroyed Fort Dearborn, at the mouth of the Chicago River. Give the arguments of the Indians against allowing the settlers to move into the Illinois country and establish farms and communities.

***Discuss the difference between the Indians' ideas of use of the land, building of communities, property ownership, education, religious beliefs, and warfare and those ideas held by the American pioneers in Illinois.

*Read or listen to stories about the life of Abraham Lincoln as a young boy and man in Illinois. Draw pictures to illustrate a class book titled Early Days in Illinois. Cooperate with the class in deciding the text to

be written on each page of the book to explain the pictures opposite. Listen to or read the story of the Blackhawk wars in Land of the Great Lakes. Take the role of an Indian or a soldier in the war and tell why each one felt that his side was right. Explain why the soldiers acted as they did when Blackhawk wanted to stop the war.

***Find out how many people had to live in Illinois territory before it was admitted as a state. Find out when it was admitted to the Union and who was its first governor.

Tell the class about a visit to new Salem or other Lincoln shrines in Illinois.

*Explain why the state has been given the name "Land of Lincoln" and tell where this name is displayed throughout the state and nation.

Tell about some of the customs which people living in Illinois have retained from their ancestors who came from other countries or other parts of our country: special holiday observances, foods, music, dances, and athletic events. Explain how these have added to the cultural enrichment of all in Illinois.

Tell about a visit to Galena, Illinois, where the home of Ulysses S. Grant is preserved as it was when he lived there. Find pictures or postcards of Galena and the Grant home to share with the class.

Select one of the following persons important in Illinois history. Read what he or she did to be considered important. Add a short biography and picture or drawing of the individual selected to the class book on Early Days in Illinois.

Jane Addams	Ulysses S. Grant	Cyrus McCormick
John P. Altgeld	Louis Joliet	Nathaniel Pope
Shadrach Bond	Robert de LaSalle	George M. Pullman
John Deere	Abraham Lincoln	Joseph Smith
Stephen A. Douglas	John A. Logan	Gustavus Swift
Jean-Baptiste DuSable	Elijah P. Lovejoy	Tonti
Ninian Edwards	Fr. Jacques Marquette	Frances Willard

*Make shoebox dioramas of important events and features of Illinois history. Exhibit them in the classroom or school library.

Locate Springfield on the map of Illinois and discuss the reasons why it was well-situated as a capital in the days before railroads and superhighways were built.

Discuss why the people of Illinois elect a governor and men to represent them in the state legislature in Springfield.

Point out the similarities and differences between our state government and its officials and the government and officials of the United States.

Bring to class for a bulletin board display pictures of the state capitol, the Governor of Illinois, and other members of the state legislature. Find out what the members of the legislature are called and what the plan of government which is the basic law of Illinois is called.

***Plan a bulletin board display showing the government of Illinois, its officers, jurisdiction, and services on one side, and the opposite numbers of these in the government of the United States. Show who elects these people to make laws and how the governments get money to pay their bills.

Discuss what it means to be a good citizen of the State of Illinois and a good citizen of our country.

***Explain some of the laws which are made by the state government about hunting, fishing, traveling on roads, education, and businesses. Tell how the state raises money it needs through its power to regulate or control business or property.

*Tell why it is necessary to have an automobile license, hunting or fishing licenses, or charters for corporations and how these help the state and its people. List any other means by which the state controls or taxes.

*Describe the uniform of a state policeman and compare it with the uniform of a city policeman. Compare the duties of each and discover whether they function separately or jointly.

Explain the term eminent domain. Add this term to the vocabulary list.

Find out how state policemen serve the public. Tell where state troopers may be observed at work near or in the city.

*Ask a family member who has been to the state unemployment compensation office to tell what the state does to help find work for unemployed persons. Report to the class on the services performed by this office.

Share with the class the experience of an adult of the family who has gone to one of the driver testing areas established by the state for people who wish to secure a driver's license to operate an automobile. Explain the difference between a driver's license and the license plates on the automobile.

Become familiar with the name of the state representative of the area in which the school is located.

*Examine pictures of the state flag of Illinois. Draw or make from fire-proofed crepe paper a large state flag.

***Fill in an outline map of Illinois counties with the names of men who were famous in the history of Illinois and the United States for whom Illinois counties have been named. Join in a class game of finding out the years in which these men lived and examine the location of their names on the map to find out which geographic section of the state was settled earliest as far as county names seem to indicate. Cite other historical evidence to corroborate or to refute his opinion.

Draw pictures of the state flag, seal, bird, flower, and tree to mount on the bulletin board. Prepare a small card to be mounted under each giving an explanation of the symbolism involved in each.

*Discuss and learn the meaning of the song "Illinois" on page 99 of The New Blue Book of Songs. Sing the song in the classroom and at an assembly for the entire school.

Participate in a cooperative undertaking put on by the third and fourth grades as an assembly program about early days in Chicago and in Illinois. Plan with the pupils and teacher of the third grade the portions of the program for which each class will be responsible.

***Plan with the class a tour of the state of Illinois. Select places of scenic or historic interest within the state to be visited on the trip. Discuss what can be seen and why the place is worth visiting. Use a state road map to determine the highways to be traveled and the mileage to be covered. Draw or bring in pictures of the places on the trip. Review the film Illinois Holiday.

Write to the office of the Secretary of State, State of Illinois, asking for copies of the booklet, issued by the state for the use of pupils, The Great Seal of Illinois and other Official State Symbols. Use these in the class in studying the flag, seal, and song of Illinois.

Locate on a population map of Illinois the larger urban areas of the state. List the five largest in order of size, using the map legend to determine the size of population. Explain the relation of the population of the northern part of Illinois to the Chicago metropolitan area.

***After the listing of the five larger urban areas of Illinois, list the types of manufacture of the city represented. Note the means of transportation serving the various urban areas and the proximity of natural resources or products associated with the manufacturing of the area.

Discuss some of the types of work that are done in an urban area, other than manufacturing, which are necessary because of a large concentration of people in a community and which are less likely to be found in small or rural communities individually. Include especially the services and civic functions.

*Share with other members of the class experiences of trips to other urban areas within the state. Bring to class pictures or post cards with views of other Illinois towns and cities.

Participate in a group project of writing letters to a fourth grade class in some city of Illinois, such as Springfield, Rockford, Decatur, Peoria, East St. Louis, in which descriptions of Chicago and the other urban centers are exchanged.

***Compare the city-plans of the various cities of Illinois, to be found on the back of a state road map such as is given out by Standard Oil Company to note similarities and differences between the lay-out, street names, railroad lines serving the city, recreation centers, and historic sites.

*View the filmstrips "My Dad Is A Truck Farmer" and "My Dad Is A Dairy Farmer" from the series Farm Fathers. Compare the work done on various kinds of farms.

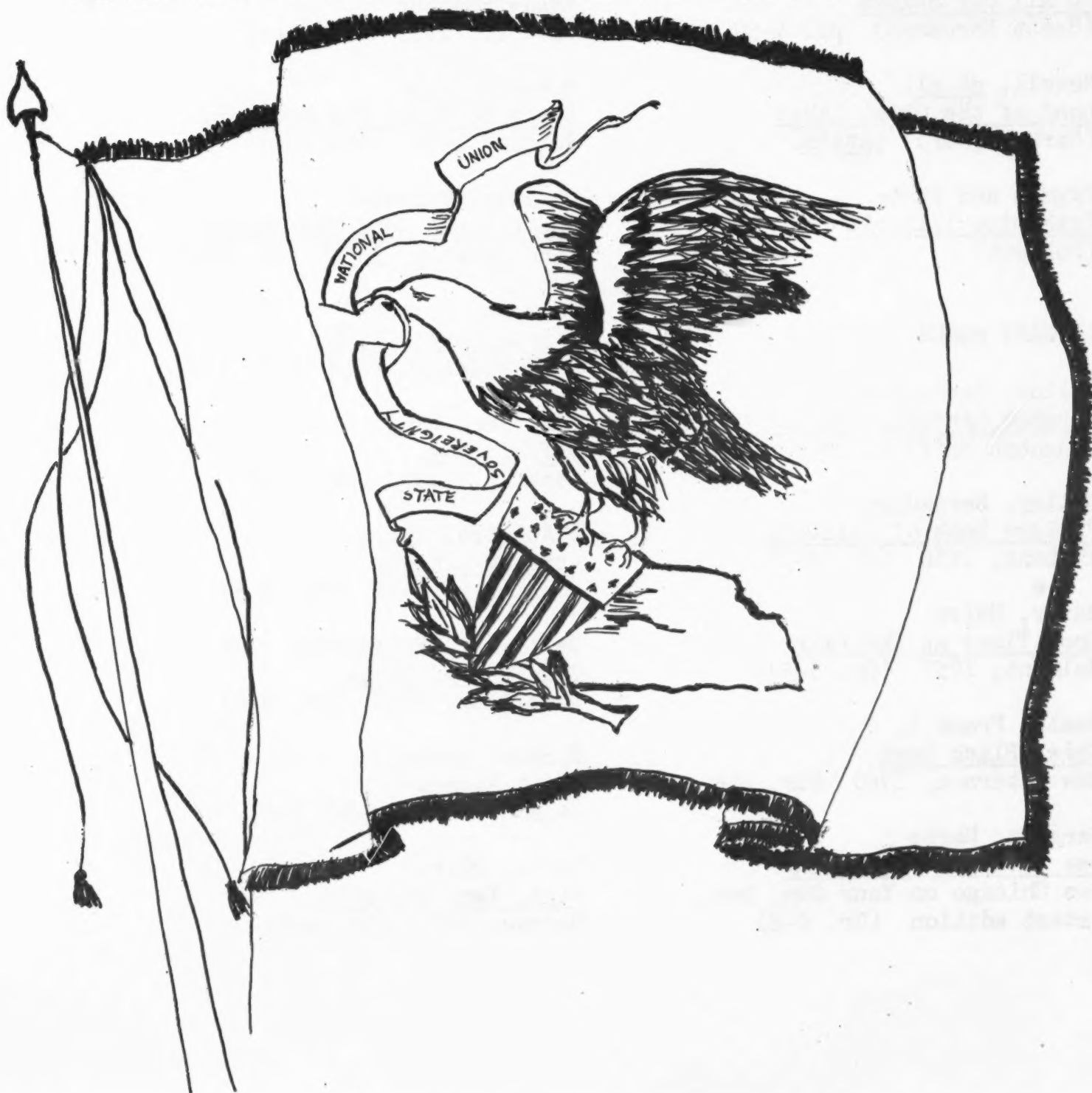
Plan and draw two pictures of the same farm community, showing in one the work and activities carried on in warm weather and in the other those carried on in cold weather.

View the filmstrip series "The Country Community" to note the similarities and differences between living in a farm community and in a city. Discuss the purpose and value of the 4-H Clubs. Compare his own school with the country school pictured in the series.

Report to the class on the crops the farmers raise to feed animals during the winter. Tell how the crops are raised and stored on the farm.

*Compare the recreations of children in a farm community with those of children in a city community in the various seasons of the year.

Participate in a class project to produce an Illinois newspaper which contains articles or news stories about various places, events, and times.



RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
The United States and Canada
(Silver Burdett) pp. 125-64

Borchert and McGuigan
Geography of the New World
(Rand McNally) pp. 117-84

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
(Silver Burdett) pp. 125-64

Hanna, et al.
In All Our States
(Scott Foresman) pp. 4-59

Howell, et al.
Land of the Great Lakes
(Harr Wagner) passim.

Pygman and Prater
Exploring Illinois
(Follett)

LIBRARY BOOKS

Bailey, Bernadine
Abraham Lincoln: Man of Courage
Houghton Mifflin, 1960 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Illinois
Whitman, 1956 (Gr. 5-7)

Bauer, Helen
Good Times at the Fair
Melmont, 1957 (Gr. 3-5)

Beals, Frank L.
Chief Black Hawk
Row Peterson, 1960 (Gr. 4-6)

Bergren, Marie
See Chicago on Your Own
See Chicago on Your Own, Inc.,
latest edition (Gr. 6-8)

Bowers, Catherine
Here Is Chicago
University, 1958 (Gr. 4-6)

Buehr, Walter
French Explorers in North America
Putnam, 1961 (Gr. 5-7)

Buehr, Walter
Oil--Today's Black Magic
Morrow, 1957 (Gr. 5-7)

Buehr, Walter
Underground Riches--the Story of
Mining
Morrow, 1958 (Gr. 5-7)

Bulla, Clyde R.
Eagle Feather
Crowell, 1953 (Gr. 3-5)

Butler, Roger
Let's Go to an Oil Refinery
Putnam, 1961 (Gr. 4-6)

Cavanah, Frances
Abe Lincoln Gets His Chance
Rand McNally, 1959 (Gr. 4-6)

Cavanah, Frances
Our Country's Story
Rand McNally, 1962 (Gr. 3-5)

Chandler, Edna
Buffalo Boy
Benefic, 1957 (Gr. 3-4)

D'Aulaire, Ingri
Abraham Lincoln
Doubleday, 1939 (Gr. 3-5)

De Angeli, Marguerite
Copper-Toed Boots
Doubleday, 1938 (Gr. 4-6)

Dickey, Albert
About Rivers
Melmont, 1959 (Gr. 3-5)

Earle, Olive
Pigs, Tame and Wild
Morrow, 1959 (Gr. 4-6)

Earle, Olive
State Birds and Flowers
Morrow, 1951 (Gr. 4-6)

Earle, Olive
State Trees
Morrow, 1960 (Gr. 4-6)

Eberle, Irmengarde
Grasses
Walck, 1960 (Gr. 5-7)

Elms, Raymond F.
Let's Explore the Great Lakes
Whitman, 1953 (Gr. 4-6)

Estep, Eleanor
Pioneer Buckaroo
Benefic, 1958 (Gr. 4-6)

Evatt, Harriet
Secret of Old Coach Inn
Bobbs-Merrill, 1959 (Gr. 4-6)

Fenton, Carroll L.
Plants That Feed Us
Day, 1956 (Gr. 6-8)

Fox, Mary V.
Ambush at Fort Dearborn
St. Martin's Press, 1962
(Gr. 6-8)

Gilchrist, Marie E.
Story of the Great Lakes
Harper, 1942 (Gr. 5-7)

Graham, Albert P.
Jean Baptiste Pointe DuSable
Messner, 1953 (Gr. 7-8)

Graham, Albert P.
LaSalle, River Explorer
Abingdon, 1954 (Gr. 5-7)

Haines, Madge
Lewis and Clark, Explorers to the West
Abingdon, 1959 (Gr. 4-6)

Harmer, Mabel
True Book of Pioneers
Children's, 1957 (Gr. 4-6)

Havighurst, Walter
First Book of Pioneers
Watts, 1959 (Gr. 5-7)

Havighurst, Walter
Midwest
Fideler, 1955 (Gr. 5-7)

Henry, Ralph
My American Heritage
Rand McNally, 1949 (Gr. 4-8)

Hoffine, Lyla
Running Elk
Bobbs-Merrill, 1957 (Gr. 3-5)

Holling, Holling C.
Paddle-to-the-Sea
Houghton Mifflin, 1941 (Gr. 5-7)

Hughes, Langston
First Book of Negroes
Watts, 1952 (Gr. 4-6)

Hyler, Nelson
How and Why Book of Minerals
Noble and Noble, 1960 (Gr. 5-7)

Judson, Clara I.
Green-Ginger Jar
Houghton Mifflin, 1949 (Gr. 6-8)

Judson, Clara I.
Lost Violin
Houghton Mifflin, 1947 (Gr. 5-7)

Kelly, Regina
Beaver Trail
Lothrop, 1955 (Gr. 6-8)

King, Martha Bennett
Key to Chicago
Lippincott, 1961 (Gr. 5-7)

Kjelgaard, James A.
Explorations of Pere Marquette
Random House, 1951 (Gr. 6-8)

Lauber, Patricia
All about the Ice Age
Random House, 1959 (Gr. 6-8)

Lent, Henry B.
Men at Work in the Great Lakes States
Putnam, 1958 (Gr. 5-7)

Liffing, Joan
Ray and Stevie on a Corn Belt Farm
 Follett, 1956 (Gr. 3-5)

Longstreth, Joseph
Little Big-Feather
 Abelard, 1956 (Gr. 2-4)

Marcus, Rebecca
First Book of Glaciers
 Watts, 1962 (Gr. 5-7)

McCall, Edith S.
Hunters Blaze the Trails
 Children's, 1959 (Gr. 4-6)

McCall, Edith S.
Log Fort Adventures
 Children's, 1958 (Gr. 4-6)

McCall, Edith S.
Steamboats to the West
 Children's, 1959 (Gr. 4-6)

McCall, Edith S.
Wagons over the Mountains
 Children's, 1961 (Gr. 4-8)

McCarthy, Agnes
Let's Go to a Court
 Putnam, 1961 (Gr. 7-8)

Morris, Robert
First Book of the War of 1812
 Watts, 1961 (Gr. 5-7)

Mauzey, Merritt
Oilfield Boy
 Abelard, 1957 (Gr. 6-7)

Norling, Josephine S.
Pogo's Farm Adventures
 Holt, 1948 (Gr. 3-5)

Norman, Gertrude
Johnny Appleseed
 Putnam, 1960 (Gr. 2-4)

Olgin, Joseph
Thomas Jefferson: Champion of the People
 Houghton Mifflin, 1960 (Gr. 4-6)

Ostendorf, Lloyd
Picture Story of Abraham Lincoln
 Lothrop, 1962 (Gr. 5-7)

Payton, Evelyn
About Farm Helpers
 Melmont, 1958 (3-5)

Robinson, William
Then and Now in American Life
 Melmont, 1956 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to the Capitol
 Putnam, 1959 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to a Freight Yard
 Putnam, 1960 (Gr. 2-3)

Sattley, Helen R.
Annie
 Dodd, Mead, 1961 (Gr. 5-7)

Shackelford, Jane D.
Child's Story of the Negro
 Associated Publishers, 1956 (Gr. 4-6)

Selsam, Millicent E.
Paly with Seeds
 Morrow, 1957 (Gr. 5-7)

Shannon, Terry
About Food and Where It Comes From
 Melmont, 1961 (Gr. 3-5)

Smith, Fredrika
Fire-Dragon
 Rand, McNally, 1956 (Gr. 5-7)

Syme, Ronald
LaSalle of the Mississippi
 Morrow, 1953 (Gr. 6-8)

Weber, A. B.
Coonskin for a General
 American, 1951 (Gr. 4-6)

Wilder, Laura
Farmer Boy
 Harper, 1953 (Gr. 4-6)

Wilkie, Katherine
George Rogers Clark
Bobbs-Merrill, 1960 (Gr. 4-6)

Winslow, Charles S.
Indians of the Chicago Region
Winslow, 1946 (Gr. 6-8)

Witheridge, Elisabeth
Jim Penny's Golden Nugget
Abingdon, 1961 (Gr. 5-7)

Woodson, C. and Carter C.
Negro Makers of History
Associated Publishers, 1958 (Gr. 6-8)

Zim, Herbert
Your Food and You
Morrow, 1957 (Gr. 5-7)

FILMS

The American Farmer
 28 min. color X-A-200

Big Harvest
 22 min. b&w X-H-32

Bill Garman: Twelve-Year Old
Business Man (Farm Boy)
 11 min. color X-B-62

Broad Land and Narrow Water
 20 min. color X-B-112

Cattle and the Corn Belt
 20 min. b&w X-M-114

Cities: How They Grow
 11 min. b&w X-C-35

Corn Farmer
 11 min. b&w X-F-13

A Day at the Fair
 10 min. b&w X-L-12

Eggs
 11 min. b&w X-E-20

Farming Takes Skill
 11 min. color X-F-38

The Great Lakes: How They Were
Formed
 11 min. color X-G-60

Heritage
 10 min. color X-H-80

History in Your Community
 14 min. b&w X-H-89

Lead--from Mine to Metal
 28 min. color X-L-10

Life in a Coal Mining Town
 10 min. b&w X-L-84

The Living City
 25 min. b&w X-L-68

Meat--from Range to Market
 11 min. b&w X-M-183

New Ways in Farming
 15 min. b&w X-N-56

Our Soil Resources
 10 min. b&w X-O-8

Petroleum and Its Uses
 42 min. b&w X-P-31

Pig Tales
 12 min. b&w X-P-45

The Pipeline
 21 min. color X-P-45

Planting Our Garden
 11 min. color X-P-87

Poultry Raising
 11 min. b&w X-G-18

Powering America's Progress--a
Modern Story of Bituminous Coal
 25 min. color X-P-88

Robert de LaSalle
 17 min. b&w X-R-24

The Song of Mid-America
45 min. color S-231

A Teen Age Farm Hand
11 min. color X-F-37

Transportation in the United States
17 min. b&w X-T-52

Treasures of the Earth
11 min. color X-T-105

Uncle Jim's Dairy Farm
11 min. color X-U-7

What Is Soil?
10 min. b&w X-W-60

What Our Town Does for Us
11 min. b&w X-W-90

What Plants Need for Growth
10 min. color X-W-116

Your State Trooper
20 min. b&w X-Y-20

FILMSTRIPS

Big City--U.S.A.
(2160) color
Eye Gate House, Inc.

Country Community
(2100) color
"Country School"
"Field Day at School"
"Bob Osborn, Farm Boy"
"Vegetables for the City"
"Grass and Hay"
"County Fair"
"Farm Animals at the Fair"
"Girls 4-H Club"
"The Brook"
"The Pet Parade"
Curriculum Filmstrips

Food
(2164) color
"Kinds of Food"
"Where Food Comes From"

"Getting Food Ready for Market"
"Keeping Food from Spoiling"
Encyclopaedia Britannica Films, Inc.

Growing in Citizenship Series
(2204) color
"Good Citizen Respects Property"
"Good Citizen Lives Honestly"
"Good Citizen Is Well-Informed"
"Good Citizen Obeys Rules and Laws"
"Good Citizen Grows in Responsibility"
"Good Citizen Cooperates with Others"
Young America Filmstrips

Then and Now in the United States
(2318) color
"Then and Now on Great Lakes Waterway"
"Then and Now in the Corn Belt"
"Then and Now in Midwest Dairy Lands"
Encyclopaedia Britannica Films, Inc.

The United States--Its History
(2286) color
"The Middle West--Its History"
Popular Science Publishing Co.

What Transportation Means to Us
(2150) color
Morehouse Associates

MUSIC

Blue Book of Favorite Songs
"Illinois, Illinois" p. 99

Chicago-Johnson
"Chicago"

Music for Young Americans
(Book Four)
"Old Abe Lincoln" p. 103

This Is Music (Book Five)
"Red Iron Ore" p. 139

POETRY

My American Heritage
"The Wilderness Is Tamed" by
Elizabeth J. Coatesworth p. 205

Story and Verse for Children

"The Wilderness Is Tamed" by
Elizabeth J. Coatesworth p. 182

Time for Poetry

"Abraham Lincoln" by Rosemary Carr
and Stephen V. Benet p. 41

"Indian Children" by Annette Wynne
p. 31

"My Land Is Fair for Any Eyes to
See" by Jesse Stuart p. 208

MATERIALS FOR ADAPTATION OR REFERENCE
BY THE TEACHER

Chicago Board of Education
Curriculum Guide for the Social Studies
1964 (Grade Eight-Units V and VI)

GRADE 4

UNIT III

THE MIDDLE WESTERN REGION
 (Minnesota, Wisconsin, Iowa, Illinois,
 Missouri, Michigan, Indiana, Ohio)

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
Location, abundant resources, and adequate transportation have made this the great central economic region of the United States.	
The amount of resources and the degree to which they are used determine how well people live in a region.	
Fertile soil and length of growing season enable this region to produce a plentiful supply of corn, wheat, and other staple products.	
Because of its highly developed economy of farming, industry, trade, and transportation, this region is one of the most strategic regions of the continent.	
A variety of crops is raised where the climate and growing conditions are favorable to cultivation.	
	A. Description of the region
	Central location Favorable climate Rolling plains Fertile soils Water and land transportation
	B. Use and conservation of natural resources
	Agriculture Mining Manufacturing Forestry Inland waterways Conservation
	C. The people of the region
	Urban areas Rural areas Ethnic origins
	D. Related study of a similar region in another part of the world (the Ukraine, western France, northern Germany, central Argentina, South Africa)

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

Locate the middle western region on a large wall map of the United States and compare with the map in the textbook. Note the location of the region in regard to the north, south, east, and west of the country. Draw an outline around the region on a markable map or a slated globe.

*Identify and locate the states in the middle western region. Point out the largest and the smallest states of the region.

*Use the map legend to locate the largest and the capital cities of each state and the largest city of the region.

Use a map to note the location of the region in reference to the point at which the 97th meridian crosses the 40th parallel of north latitude, or the approximate geographic center of the United States.

Use the physical map to note the location of the region in relation to the Appalachian and Rocky mountain systems and the Gulf of Mexico.

Use the physical map to note the location of the region in relation to the St. Lawrence Seaway, the Great Lakes, the Mississippi-Ohio-Missouri Basin, and the Gulf of Mexico.

Use the physical or relief map to note the elevation of the area and the rolling prairies. Compare the topography of Illinois with that of Missouri in the Missouri River valley and that of southwestern Indiana in the Ohio and Wabash valleys. Point out which state is largely lowland.

Use the relief map, textbook, or other reference to find the origin of the name of Lake Superior and why it is the only Great Lake not an Indian name. Find the heights of Lakes Superior, Michigan, Huron, Erie.

Share the experiences of members of the class who have traveled in or through the various states of the Midwest. Bring to class pictures of various sections of the states of the Midwest and compare the difference between the land shown in pictures or seen in trips and the map symbols representing the topography of the region.

Discuss the meaning of rolling prairies and plains and note the limitations of elevation symbols on the map to portray exact landscape features. Recall places in the area around Chicago which exemplify prairies or rolling plains.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
The powerful economy of the region makes it possible to support a large population.	Description of the region Use and conservation of natural resources People of the region
People live in many different ways within a region.	
The development of the railroad brought products from the West and opened new fields of trade.	
Natural factors of location, surface, and waterways contributed to the ease of settlement.	
Science and inventions have changed ways of living in various regions.	
Cultural customs affect the way people live, eat, and dress.	
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map skills, the pupil should:	
use maps to relate the natural factors to the economic development of a region	
interpret through maps the political and economic effects of human action	
use maps to locate states within various regions.	

***Make a large map on brown wrapping paper showing the states of the region. Indicate the length of growing season in each and enclose in an outline all portions of states having the same length of season. Color those within the same outline one color; those in a longer or shorter season, another color. As the unit progresses, add to each color section the crops grown there.

Discuss the type of soils found in the various parts of the Middle West. Explain why this soil has been called the richest soil on earth.

Explain why a fertile soil and adequate rainfall are essential to make a region a rich agricultural area.

View the film Mississippi River—Upper River to observe the importance of the river to the Middle West and a great part of the nation's people.

On a desk outline map, put in the names of the chief rivers and lakes in each state of the region. Locate the one state in the region which does not have one of its boundaries formed by either the Mississippi or Ohio rivers.

Locate each of the rivers of the region and follow its flow from its source to its mouth. Explain the significance of the river system to the region itself and to the nation as a whole.

Locate the one state of the region which is almost completely bounded by the St. Lawrence Seaway. Locate on the map the harbors which it has along the Seaway.

***Discuss Chicago's unique position in relation to the St. Lawrence Seaway and the Mississippi-Gulf of Mexico waterway. Tell how this location affects Chicago's size and importance in the nation and in the world.

Study a transportation map of the United States to note the highways, railroads, waterways, and airlines serving the middle western region of the United States. Note their web-like pattern and the city upon which they converge.

Explain why the Midwest is rightly called the hub of the nation.

Bring to class pictures of the various highways and tollways serving the states of the region. Look up the meaning of the word interstate and add it to the social studies word book begun at the start of the year.

*Participate in a class "license-census" to note for several days the different state plates seen on vehicles passing through the local community. Estimate the states most frequently represented. Locate these states on the map.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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In developing language skills,
the pupil should:

associate ideas with real
and vicarious experiences

locate in library appropriate
materials related to social
studies purposes

extend reading interests to
include non-fiction materials.

In developing social skills,
the pupil should:

increase skill in leading a
group project

accept responsibility for
following directions.

Attitudes and Appreciations

The pupil should:

view with pride the position
of the Midwest in the
national economy

recognize his fortunate
association with an abundant
economy due to favorable
geographic conditions

understand the pride of
others in their local and
national identities.

Keep a record of the various trucking companies, and the cities they serve, whose trucks are seen moving along the main thoroughfares of the community. Explain what the passage of these vehicles tells about Chicago and the Midwest in relation to the rest of the nation.

*Discuss the various types of cargoes carried by trains, trucks, and cargo planes into and from the Midwest. Explain why some cargoes are better carried by ships or one type of transportation than another.

Observe the state plates for each of the states in the Midwest, if possible, to see what slogan, if any, the respective states place on their licenses, such as "The Land of Lincoln." Discuss why a state may have chosen its respective slogan.

B. Use and Conservation of Natural Resources

Locate the section of the Midwest which is called the Corn Belt. Describe the conditions which make this section most favorable for corn production --soil, climate, rainfall, and growing season.

***Analyze the reasons why, once corn is planted in this region, there is little need for further work until harvest time.

*Explain why the corn raised in the Corn Belt is not intended primarily for human consumption.

Find out what products other than corn fodder are derived from corn raised in the Corn Belt.

***Explain the differences in the quality and appearance and the uses of corn as the Indians grew it and corn raised on our midwestern farms today.

View films related to the types of farming in the Middle West: Cattle and the Corn Belt, Corn Farmer. Add to the information gained by relating personal experiences on the farm.

*Bring to class a few ears of corn which have not been husked. Examine the various parts of the ear and discuss the function, value, and possible use which can be made of each.

Prepare a bulletin board display with pictures or drawings showing the story of corn from planting to the final use. Plan little cards or short paragraphs explaining each step, process, or product shown. If possible, bring samples of corn bread, corn pone, pop corn, corn meal, starch, corn syrup, corn oil, insulating materials, and anything else that might show the myriad uses made of one portion or another of the corn plant (hot tamales, tortillas).

Locate on a map of Chicago the suburb of Argo and discuss how it owes its economic existence to the corn-processing industry. Write to the Corn Products Refining Company, 201 North Wells Street, and ask for literature describing the processing and products of corn.

Explain why the midwest Corn Belt produces so much pork and beef for market. Tell how this interrelationship between corn and cattle and human life illustrates the fact that without plant life there could be no other life on earth.

***Compare the differences between the Corn Belt and the Dairy Belt in topography, soil, and growing season.

*Locate the states in the Middle West which lead in producing dairy goods. Discuss the ways in which dairy cattle differ from beef cattle in food and care requirements.

Plan a visit to the farm exhibit at the Museum of Science and Industry to observe the buildings, land, and equipment used on a farm in the Middle West. Discuss the reasons why poultry raising and egg production can be easily handled on farms which produce corn.

Plan a visit to the Hawthorne-Melody Farm to observe a dairy farm in actual operation.

Visit a dairy in the community to observe the processing of milk. Prepare questions to be answered in advance of the trip to guide class observations.

Prepare a display similar to the one on corn products to illustrate the story of milk and milk products, from the grass eaten by the dairy cow to the various end products of milk. For the display bring to class the empty containers which contained the various products. Note the states in which these products were produced and discuss how they reached the home.

***Locate meat packing centers in the Middle West. Discuss the fact that, until recently, Chicago was the meat packing center of the United States but that large meat packing firms have relocated plants farther west. Explain why improved methods of transporting meat products have made it easier to ship meat products greater distances between packing plants and homes.

Write to the American Meat Institute, 59 East Van Buren Street, asking for literature on the packing and processing of meat products in the Middle West.

Plan a visit to the annual livestock show, held each year at the International Amphitheatre of the Union Stockyards.

***Prepare a display illustrating the many products associated with the meat packing industry of the Middle West. Include in the display as many different uses made of cattle and pork in addition to foods for our tables, such as hides, hair, bones, and waste products that have commercial value.

Locate the states of the Middle West in which truck and fruit farming are important. Contrast the differences in soil, growing season, procedures, or equipment essential to truck and fruit farms with those essential to dairy or corn farming.

***Explain the importance of truck farming to large metropolitan areas. List the produce raised on midwestern truck farms for sale in Chicago markets.**

Share with the class experiences visiting a truck farm or in raising vegetables in his own garden. Bring to class samples of the various vegetables raised in the Middle West.

***Review the study of Illinois to see how many of the various agricultural products of the Midwest are produced within our own state. Explain why Illinois may be said to be, in many respects, a smaller-scale copy of the entire Midwest.**

*****Discuss the types of food which are necessary to maintain good health and to build strong, growing bodies. Prepare a chart listing the different types of foods necessary to health and under each type list those which are grown or produced within the Middle West.**

Explain the validity of the description of the Middle West as the "food basket" of the nation and much of the world. Use the map to locate the various food products raised in the Middle West and the avenues of transportation by which they are sent to other parts of our country and the world.

*****Discuss the problems facing farmers in the Middle West when more food products are produced than people who buy from farmers of the Midwest can afford. Explain how the farmer is dependent upon people who are dependent upon him for food supplies.**

***Make a list of the various kinds of manufacturing carried on in the Middle West, beginning with a review of those in Illinois and adding to it those in the other states of the region.**

***Locate on the map the industrial centers of the Middle West, such as Chicago, Detroit, Cleveland, and Milwaukee. Point out the geographic advantages of their locations.**

Make a list of the raw materials which the various industries of the Midwest need for carrying on their activities. Locate places in the Midwest which are sources of these raw materials.

Draw up a chart on which is shown the things essential to the development of a large industrial center, including not only raw materials, industrial plants, transportation facilities, and workers, but also food supplies for the workers and money or "capital" with which to establish and develop industries. Tell how each of these essentials is supplied in the Middle West.

*****Discuss the importance and function of money in the agriculture, industry, and everyday living in the Middle West. Find out why banks are important to farmers, industry, and workers.**

***Bring to class the financial section of the daily paper and note the items about the various industries and businesses in the Middle West. Discuss the reason why a newspaper would print stock market and exchange news.

*Construct a picture chart showing the use of coal and oil in manufacturing industries in the Midwest. Explain why it is essential that our fuel supplies be used wisely.

Make a list of the many various products, including machines and tools for manufacturing other products, which are made from iron and steel. Analyze the effects on other businesses of the closing down of the steel mills.

Share with the class the experience of a trip through Gary, Whiting, Hammond, or Cicero to describe the concentration of certain types of industries in towns or cities of the Midwest.

Add to the large map made of brown wrapping paper, strings or cords stretched from the source of various raw materials to the manufacturing centers in which they are used; for example, farm machinery, electrical appliances, fertilizers, paints and chemicals, food products, automobiles, shoes, clothing, soaps and detergents, and others.

***Investigate the many contributions that labor and industry have made to the improvement of working conditions for the workingman.

Locate on the map the various developments in canals and locks made to improve the inland waterways of the Middle West. Explain how dams help navigation, water supplies, and soil conservation.

Locate the mineral deposits of the Middle West. Add them to the large wrapping paper map. Explain why mineral resources must be used wisely and in what ways they may be conserved.

***Explain how unwise farming methods or forest removal have endangered the economic well-being of the Middle West.

*Bring to class two bread-baking pans. In the bottom of each, pile up various-sized stones so that there is a slope from the right to the left end of the pan. In the first pan, spread a layer of soil over the slope of rocks, retaining the slope. In the second pan, place a section of grassy soil over the slope so that the slope is preserved. Each day for a week, sprinkle the slope in each pan with an equal amount of water. Note the difference in the appearance of the soil in each pan at the end of the week. Discuss what can be learned from observing this experiment about the need for soil conservation.

Explain how forests and grass help keep soil in its place and prevent its being washed away by rains over a period of time. Discuss how uprooting forests and prairie grasses and repeated plowing of farm fields can cause the ultimate loss of good soil.

Explain how, as the Middle West became more intensively farmed, the annual damage caused by floods in the Ohio, Missouri, and Mississippi valleys increased. Tell how, if this damage is not prevented, not only the Middle West but our entire country and the rest of the world might suffer hardship because of the loss of our good soil for agriculture.

***Draw a picture or make a model showing how the locks of a canal operate to serve as "boat elevators" in raising or lowering ships and boats from one body of water to another.

*Bring to class pictures of the various types of boats carrying products on the Great Lakes and our inland waterways. Bring to class a picture of Niagara Falls and place it on the map in its proper location. Explain how boats using the St. Lawrence Seaway get from Lake Erie above Niagara Falls to the level of Lake Ontario below the Falls.

***Discuss the fact that there is more annual traffic through the Illinois Sanitary and Ship Canal than through the Panama Canal. Tell what this traffic indicates about the geographic and economic importance of the Middle West in our country and in the world. Locate the Panama Canal on a map of the world and contrast its ready access to the world at large with that of the Illinois Waterway.

Locate the lumbering regions of the Middle West. Explain the many uses of lumber in our daily living. Tell why it is necessary to safeguard our forest supplies and how America tries to protect and wisely use what it has to make provision for future generations of Americans.

*Find pictures of life and work in the forests and lumber towns of Minnesota, northern Michigan, and Northern Wisconsin.

Bring to class pictures of activities in the Mesabi Range of Minnesota and the copper country of Upper Michigan.

C. The People of the Region

Use the map legend to locate the two largest cities in the Middle West and those cities with a population of 500,000 people or more. Use the scale of miles to measure the distances between Chicago and each of these metropolitan areas.

Use the scale of miles on the map and a string or cord to measure the distance in water miles between Chicago and the Atlantic Ocean via the St. Lawrence Seaway. Use the same cord to measure the water distance between Chicago and the Gulf of Mexico via the Illinois and Mississippi rivers.

Analyze the different types of occupations open to workers in an urban center by examining "Help Wanted" advertisements from the newspapers. Tell how a variety of occupations helps to explain why many people move from agricultural areas to urban centers.

***Read about people who migrated to the Middle West from various parts of Europe, such as the Scandinavians, Germans, Polish, Italians, Irish, Bohemians, and others, to settle in the large cities of the Midwest. Explain why they came and how they were able to support themselves and their families in the cities of the regions. Locate the countries from which they came on a map of the world.

*Tell why people have moved from other parts of the United States and from Puerto Rico or Mexico to settle in urban areas. Discuss some of the problems people face when moving into a strange community and a climate or way of living different from those of their former homes.

Assume the role of a boy or girl coming to live in a city of the Midwest from a land where another language is spoken and where many ways of doing things are different from those here. Tell how he would hope to be treated by other boys and girls in his class and community.

Locate on a map of the United States the various states from which people have moved into Chicago and other urban centers of the Middle West. Discuss reasons which may have prompted them to move to one of these urban centers.

***Use reference books and other reliable sources of statistics on population to find the total number of people living in the eight states of the Midwest and the total urban population of the cities of more than one hundred thousand in the region. Compare the two totals and discuss what the figure tells about the ways of living or cultural patterns of the region.

*Study pictures of small rural communities in the various states of the Midwest. Look for similarities among the various towns. Discuss the function and importance of a rural community and its service to the farmers of the surrounding area.

Compare the variety and quantity of occupations offered in a rural community and in a large urban center. Tell why farm families might go to town or conduct business in a more distant urban area.

Discuss what differences the development of automobiles and highways, telephone, and radio must have brought about in the ways of living, working, and leisure among people on farms or in rural communities.

*Explain the importance and value of mail order houses and their branch stores to the people of a rural area in the Middle West.

***Make a map of each state of the region and find the origin of the various ethnic groups living within the state. On the map of each state, locate the various ethnic groups living in large numbers in the state or the names of other states from which the early settlers or recent arrivals came.

Find out why so many Scandinavians, Germans, and Poles settled in the upper Midwest. Bring pictures of the countryside in Scandinavia, Germany, and Poland to compare with the landscapes of these states.

*Learn and sing some of the early folk songs which settlers brought to the Midwest or created there.

Listen to stories from the Paul Bunyan folk tales or Tom Sawyer to get a picture of different ways of living in other places and other times in the Middle West.

Participate in a group project of writing to the state governments of each of the states of the region asking for literature and pictures of scenic and historic places, industries, products, cities of the state. Share these with the entire class as a reference or materials library.

Plan a class program in which are presented folk songs of the region and of the customs brought to the region by immigrants from another part of the world. Include original poems or short descriptive sketches to be presented as part of the program.

Participate in a group discussion on how the Midwest has gained from the immigration of people from other parts of the world and how the immigrants have benefited by settling here. Explain how citizens of the United States have responsibilities as well as rights and advantages in our country.

Discuss the importance of the Midwest, with its concentration of agriculture and industry, to the United States and the Free World.

D. Related Study of a Similar Region in Another Part of the World
(In accordance with the interests and abilities of the individual class, one or several of the suggested regions might be studied.)

*Locate the region on a physical map of the world or of Europe. Note its latitude and longitude. Compare its latitude with that of the Midwest to note the distance of each region from the equator.

Study the physical map to locate rivers or waterways which drain the region and serve as natural highways. Compare the waterways of the region with those of the Midwest.

Find the type of climate and length of growing season in the region under study. Tell what other geographic factors, such as distance from the ocean or rainfall, might make it similar or different in climate from that of the American Middle West.

*Compare the topography of the region under study with the topography of the Midwest. Compare the size of the region in relation to that of the country itself with the size of the Midwest in relation to the rest of the United States.

Prepare a chart or a bulletin board display comparing similarities and differences existing between the Midwest and the region under study. Include pictures or written description to be placed under such headings as Soil, Climate, Growing Season, Latitude, Area, Population, and Products — Agricultural, Industrial, Mineral.

***Explain why the Ukraine is described as the "Black Earth" or part of the "Fertile Triangle" of the Soviet Union, or why western France is called the "Granary of France." List the agricultural products raised in the region under study and compare them for similarities and differences with a list of Midwest products.

Locate the large urban and industrial centers within the region or comment upon their relative scarcity compared with those of our Middle West. Explain how the products manufactured in these centers resemble or differ from those manufactured in our Midwest.

Collect and study pictures of farm communities and urban areas within the region. Look for homes, equipment, and clothing similar to those used or evident in such communities within the Midwest. Point out contrasts. Discuss the fact that people in other parts of the world may have different ways of satisfying needs common to all human beings.

Discuss the language spoken by the people in the region under study. Tell why the region differs from the Midwest in that its population is largely homogeneous in cultural and ethnic background or why it resembles the Midwest (i.e., in the case of South Africa and central Argentina) in supporting a population with mixed ethnic backgrounds.

*Bring or draw pictures of the different types of work and workers in the urban and rural areas of the region under study.

Discuss problems which the region might face in conserving soil and resources or in getting better production from them.

Look for pictures or articles in the newspapers and current periodicals concerning the region under study. Discuss the news and pictures brought in.

Tell how the region under study contributes to the economic well-being of its own country and, if possible, how it figures in the trade and commerce of the world.

On a map of the world, use the scale of miles to measure the distance between Chicago and the chief city of the region under study. Plot routes by which ships using the St. Lawrence-Mississippi Seaway might travel between Chicago and the city of the region, and name the bodies of water and the countries which might lie along the route. Measure the flying distance by great circle routes between Chicago and the city of the region.

Participate in a discussion concerning whether there is another region comparable in size, productivity, population, and industrialization with our middle western region.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
The United States and Canada
(Silver Burdett) pp. 125-64

Borchert and McGuigan
Geography of the New World
(Rand, McNally) pp. 117-84

Borchert and McGuigan
Many Lands
(Rand, McNally) pp. 121-46

Thurston, et al.
Homelands of the Americas
(Iroquois) pp. 166-95

Whittemore
The United States and Canada
(Ginn) pp. 19-70,
245-320

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
(Silver Burdett) pp. 125-64

Hanna, et al.
In All Our States
(Scott, Foresman) pp. 96-129

Howell, et al.
Land of the Great Lakes
(Harr Wagner)

Smith and Sorenson
Neighbors in the United States and Canada
(Winston) pp. 86-114

LIBRARY BOOKS

Aird, Hazel B.
Henry Ford, Boy with Ideas
Bobbs-Merrill, 1960 (Gr. 4-6)

Andrews, Roy C.
In the Days of the Dinosaurs
Random House, 1959 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Illinois
Whitman, 1949 (Gr. 5-7)

Bailey, Bernadine
Picture Book of Indiana
Whitman, 1959 (Gr. 4-8)

Bailey, Bernadine
Picture Book of Iowa
Whitman, 1959 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Michigan
Whitman, 1958 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Minnesota
Whitman, 1953 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Wisconsin
Whitman, 1957 (Gr. 4-6)

Bealer, Alex
Picture-Skin Story
Holiday House, 1962 (Gr. 3-5)

Bethers, Roy
Story of Rivers
Sterling, 1957 (Gr. 5-7)

Bleeker, Sonia
Chippewa Indians
Morrow, 1955 (Gr. 4-6)

Brink, Carol R.
Caddie Woodlawn
Macmillan, 1935 (Gr. 5-7)

Bromhall, Winifred
Middle Matilda
Knopf, 1962 (Gr. 3-4)

Buehr, Walter
Oil --Today's Black Magic
Morrow, 1957 (Gr. 5-7)

Buehr, Walter
Trucks and Trucking
Putnam, 1956 (Gr. 5-7)

Buehr, Walter
Story of the Wheel
Putnam, 1960 (Gr. 4-6)

Buehr, Walter
Underground Riches: Story of Mining
Morrow, 1958 (Gr. 5-7)

Burleigh, David R.
Piggyback
Follett, 1962 (Gr. 3-5)

Burns, William A.
World Full of Homes
McGraw, 1953 (Gr. 4-6)

Butler, Roger
Let's Go to an Automobile Factory
Putnam, 1961 (Gr. 6-8)

Calhoun, Mary Huiskamp
Making the Mississippi Shout
Morrow, 1957 (Gr. 4-6)

Carpenter, Allan
Enchantment of America: Illinois
Children's, 1963 (Gr. 5-7)

Carpenter, Allan
Enchantment of America: Ohio
Children's, 1963 (Gr. 5-7)

Clark, Graves G.
Thomas Alva Edison
American, 1950 (Gr. 5-7)

Colby, Carroll B.
Earthmovers
Coward, 1955 (Gr. 4-8)

Cormack, Maribelle
First Book of Stories
Watts, 1950 (Gr. 5-7)

Davis, Verne T.
Time of the Wolves
Morrow, 1962 (Gr. 4-6)

De Angeli, Marguerite
Copper-toed Boots
Doubleday, 1958 (Gr. 4-6)

De Leeuw, Adele Louise
Caboose Club
Little, 1957 (Gr. 5-7)

Derleth, August
Moon Tenders
Duell, 1958 (Gr. 6-8)

Disney, Walt
Beaver Valley
Singer, 1958 (Gr. 4-6)

Dreany, Joseph E.
Magic of Rubber
Putnam, 1960 (Gr. 6-8)

Dudley, Ruth H.
Our American Trees
Crowell, 1956 (Gr. 6-8)

Elting, Mary
Machines at Work
Harvey House, 1962 (Gr. 4-6)

Elting, Mary
Trains at Work
Harvey House, 1962 (Gr. 4-6)

Elting, Mary
Trucks at Work
Harvey House, 1962 (Gr. 4-6)

Elms, F.R.
Let's Explore the Great Lakes
Whitman, 1953 (Gr. 4-6)

Enright, Elizabeth
Thimble Summer
Rhinehart, 1938 (Gr. 5-7)

Estes, Eleanor R.
Hundred Dresses
Harcourt, Brace, 1944 (Gr. 4-6)

Frazier, Neta L.
Little Rhody
 Longmans, 1953 (Gr. 5-7)

Goodspeed, J. M.
Let's Go to a Dairy
 Putnam, 1957 (Gr. 3-5)

Green, Erma
Let's Go to a Steel Mill
 Putnam, 1961 (Gr. 4-6)

Green, Mary, and Johnson, Irma
Three Feathers, the Story of Pontiac (Michigan)
 Follett, 1960 (Gr. 5-7)

Green, Mary M.
About Apples from Orchard to Market
 Melmont, 1960 (Gr. 3-5)

Hagg, Harold T.
Exploring Minnesota
 Follett, 1958 (Gr. 5-7)

Hammond, Diana
Let's Go to a Harbor
 Putnam, 1959 (Gr. 3-5)

Hammontree, Marie
Will and Charlie Mayo
 Bobbs-Merrill, 1954 (Gr. 4-6)

Havighurst, Walter
Climb a Lofty Ladder
 Winston, 1952 (Gr. 6-8)

Hitte, Kathryn
Hurricanes, Tornadoes, and Blizzards
 Random House, 1960 (Gr. 4-6)

Holbrook, Ruth
Katy's Quilt
 Hale, 1940 (Gr. 4-6)

Holt, Jack
Lance and Cowboy Billy
 Hale, 1950 (Gr. 3-5)

Lenski, Lois
Corn-Farm Boy
 Lippincott, 1954 (Gr. 5-7)

Lent, Henry
Men at Work in the Great Lakes States
 Putnam, 1958 (Gr. 5-7)

Life in America Library
Life in America: the Midwest
 Informative Classroom Pictures

Lippincott, Joseph
Persimmon Jim, the Possum
 Lippincott, 1955 (Gr. 4-6)

Lovelace, Maud Hart
Betsy's Wedding
 Crowell, 1955 (Gr. 6-8)

McCall, Edith
Steamboats to the West
 Children's, 1959 (Gr. 4-6)

Morgan, Nina H.
Prairie Star
 Viking, 1955 (Gr. 6-8)

Newcomb, Delphine
Exploring Michigan
 Follett, 1954 (Gr. 4-6)

Norman, Gertrude
Johnny Appleseed
 Putnam, 1960 (Gr. 2-4)

Romano, Louis G.
This Is a Department Store
 Follett, 1962 (Gr. 3)

Romano, L.G., and Georgiady, N.P.
Exploring Wisconsin
 Follett, 1958 (Gr. 4-6)

Selsam, Millicent E.
Plants We Eat
 Morrow, 1955 (Gr. 5-7)

Shannon, Terry
Trail of the Wheel
Golden Gate Junior, 1962
(Gr. 3-5)

Victor, Edward
Machines
Follett, 1962 (Gr. 3-5)

White, Anne T.
All about Great Rivers of the World
Random House, 1957 (Gr. 6-8)

Wood, Frances E.
Lakes, Hills, and Prairies
Children's, 1962 (Gr. 4-6)

Woodson, C., and Wesley, G.
Negro Makers of History
Associated Publisher, 1958
(Gr. 6-8)

LIBRARY BOOKS FOR RELATED REGIONS

Agle, Nan Hayden
Makon and the Dauphin (France)
Scribner's, 1961 (Gr. 4-6)

Allen, William S.
Africa
Fideler, 1962 (Gr. 5-7)

Artzybasheff, Boris
Seven Simeons (Russia)
Viking, 1961

Berner, Elsa R.
Germany
Holiday, 1951 (Gr. 7-8)

Bishop, Claire H.
Pancakes -- Paris
Viking, 1947 (Gr. 4-6)

Bishop, Claire H.
Twenty and Ten (France)
Viking, 1952 (Gr. 5-7)

Carlson, Natalie S.
Carnival in Paris
Harper, 1962 (Gr. 4-6)

Carlson, Natalie S.
Happy Orpheline (France)
Hale, 1957 (Gr. 4-6)

Carlson, Natalie S.
Pet for the Orphelines (France)
Harper, 1962 (Gr. 4-6)

Creed, Virginia
France
Fideler, 1956 (Gr. 4-6)

Gartler, Marion
Understanding France
Laidlaw, 1962 (Gr. 6-8)

Gottlieb, Gerald
First Book of France
Watts, 1959 (Gr. 5-7)

Guillot, Rene
Wild White Stallion (France)
Watts, 1961 (Gr. 5-7)

Haviland, Virginia
Fairy Tales Told in France
Little, Brown, 1959 (Gr. 4-6)

Jackson, William A.
Soviet Union
Fideler, 1962 (Gr. 6-8)

Kinscella, Hazel G.
Folk Tales from Many Lands
University, 1959 (Gr. 3-5)

Kyle, Elizabeth
Maid of Orleans (France)
Nelson, 1958 (Gr. 5-7)

Larsen, Egan
Young Traveler in Germany
Dutton, 1955 (Gr. 6-8)

Lobsenz, Norman
First Book of West Germany
Watts, 1959 (Gr. 5-7)

Quinn, Vernon
Picture Map Geography of Asia
Lippincott, 1955 (Gr. 5-7)

Reck, Alma K.
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Reid, Alexander
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The American Farmer
 28 min. color X-A-200

Big Harvest
 22 min. b&w X-H-32

Birth of the Soil
 10 min. color X-B-58

Cattle and the Corn Belt
 20 min. b&w X-M-114

Cheese and Cheese Making
 10 min. color X-C-79

Copper Network
 23 min. color X-C-136

The Dairy Farmer
 15 min. b&w X-D-10

The Dairy Industry
 15 min. b&w X-G-30

Drama of Steel
 30 min. b&w X-S-37

Erosion
 10 min. b&w X-E-71

Food for Paris Markets
 20 min. b&w X-F-78

Great Lakes
 15 min. b&w X-G-68

Johnny Appleseed
 14 min. color X-J-21

Letter from Paris
 19 min. b&w X-F-70

Life in a Coal Mining Town
 10 min. b&w X-L-90

The Locks of Sault Ste. Marie
 30 min. color X-L-84

Man and His Culture
 15 min. b&w X-M-169

Man's Problem (Water Conservation)
 19 min. color X-M-178

Meat—from Range to Market
 11 min. b&w X-M-183

The Middle States
 11 min. b&w X-M-9

Milk
 11 min. b&w X-M-6

Mining Iron Ore
 18 min. color X-M-179

Mississippi River --Upper River
14 min. b&w X-M-173

Modern France --the Land and the People
10 min. b&w X-M-127

New Ways in Farming
15 min. b&w X-N-52

Ohio and Its Mineral Resources
30 min. color X-O-12

Our Productive Industry (the Wealth of Our Nation)
10 min. color X-O-46

People along the Mississippi
18 min. b&w X-P-34

Pig Tales
12 min. color X-P-5

Portrait of a City--Detroit
25 min. color X-P-127

Powering America's Progress, a Modern Story of Bituminous Coal
25 min. color X-P-88

Production of Foods
11 min. b&w X-F-20

Riches of the Veld (South Africa)
20 min. b&w X-S-70

The River
37 min. b&w X-R-11

Russia
30 min. color X-R-57

6000 Partners (Automobile Industry)
14 min. color X-S-235

Story of Copper
34 min. color X-C-53

Sugar U.S.A.
28 min. color X-S-179

The Town --American Scene
10 min. b&w X-T-71

Visa to Dairyland
20 min. color X-V-19

Western Germany --the Land and the People
11 min. b&w X-W-82

Wise Use of Water Resources
13 min. color X-W-126

Work of Running Water
11 min. b&w X-W-1

FILMSTRIPS

American History Series
(2238) b&w
"Flatboatmen of the Frontier"
Encyclopaedia Britannica Films, Inc.

Children of Early America Series
Set I
(2244) color
"An Indian Adventure"
"With the Ottawa Indians"
Young America Films, Inc.

Christmas with Our World Neighbors
(2176) color
"Germany"
"England"
"Norway"
Eye Gate House, Inc.

The City Community
(2162) color
"Here Is the City"
"Living in the City"
"Business in the City"
"Keeping the City Alive"
Encyclopaedia Britannica Films, Inc.

The Earth and Its Peoples: Group IIA
(2186) b&w
"Cattle and the Corn Belt"
"U.S.A. --Middle West"
United World Films, Inc.

The Earth and Its Peoples: Group IIIA
(2190) b&w
"Riches of the Veld" (South Africa)
United World Films, Inc.

Families of the World
(2200) b&w
"France"
"Germany"
Young America Films, Inc.

Home Life in European Lands
(2380) color
"Home Life in France"
Popular Science Publishing Co.

Life in Early America
(2276) color
"Life in the Early Midwest"
Encyclopaedia Britannica Films, Inc.

Life in Europe
(2386) b&w
"Germany"
"France"
The Fidler Co.

Living in the Soviet Union Today.
(2388) color
"Housing and Home Life in the Soviet Union"
"Four Cities of the Soviet Union"
"Natural Resources in the Soviet Union"
SVE

Living in Western and Northern Europe
(2390) color
"Living in France"
Society for Visual Education

Our National Parks
(2310) color
"Why We Have National Parks"
"Our National Park Service"
Curriculum Films

St. Lawrence --Great Lakes Series
(2362) color
"Introducing the Lowlands"

"Farming in the Lowlands"
"Ship and Power"
Stanley Bowmar Co., Inc.

Then and Now in the United States
(2318) color
"Then and Now on Great Lakes Waterways"
"Then and Now in the Corn Belt"
"Then and Now in Midwest Dairy Lands"
Encyclopaedia Britannica Films, Inc.

The United States --Its Geography
(2322) color
"The Middle West --Its Geography"
Popular Science Publishing Co.

The United States --Regional Geography
(2324) b&w
"The Middle States"
Encyclopaedia Britannica Films, Inc.

The United States--Regional Geography
(2326) color
"The Great Lakes Region"
Young America Films, Inc.

Visits to European Lands
(2408) color
"France"
Popular Science Publishing Co.

MUSIC

New Music Horizons
"Red Iron Ore" p. 114
"Orchard Song" p. 117
"The Kansas Fire" p. 121
"The Factory" p. 208

This is Music (Grade Four)
"Patsy" p. 28

This is Music (Grade Five)
"Red Iron Ore" p. 45

POETRY

Time for Poetry

- "The Last Corn Shock" by
Glenn W. Dresbach p. 236
"Milking Time" by Elizabeth
Roberts p. 239
"Prayers of Steel" by Carl
Sandburg p. 255
"Red Iron Ore" by Carl Sandburg
p. 85
"Where Go the Boats" by Robert
L. Stevenson p. 104
"Motor Cars" by Rowena B.
Bennett p. 86
"Saturday Market" by Charlette
Mew p. 244

MATERIALS FOR REFERENCE OR
ADAPTATION BY THE TEACHER

Bontemps, Arna
100 Years of Negro Freedom
Dodd, Mead, 1961 (Gr. 7-9)

Bontemps, Arna
Story of the Negro
Knopf, 1958 (Gr. 7-9)

La Loire (French)
17 min. b&w X-F-50

Un Port de Commerce (French)
15 min. b&w X-F-56

La Seine (French)
17 min. b&w X-F-49

THE MIDDLE
WESTERN
REGION



GRADE 4

UNIT IV

THE SOUTHERN REGIONS

(Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia)

**BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS**

CONTENT**Information and Knowledge**

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Diversified farming in a region relieves dependence upon one major crop.

Efforts to restore the fertility of land overworked for long periods result in land reclamation and improved production.

Unquestioning acceptance of rigid tradition can impair the social and economic development of a region.

Destructive forces of nature frequently threaten the physical and economic security of the people of a region.

New sources of power and modernized technology open up greater opportunity for social and economic progress of a region.

Education, capital, and improved technology are necessary to combat poverty, disease, and illiteracy in a region.

A. Description of the regions

South central region
Atlantic coastal region
Coastal plains
Highlands and piedmont
Mild climate
Waterways

B. Use and conservation of natural resources

Agriculture
 Crops
 Methods
Mining
Manufacturing
Lumbering
Fishing
Conservation
 Tennessee Valley Authority
 Soil rehabilitation

C. The people of the regions

Urban areas
Rural areas
Ethnic origins

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

*Locate the central southern states of Kentucky, Arkansas, Louisiana, Tennessee, West Virginia, Mississippi, and Alabama on a physical map of the United States and demonstrate how the topography of the region and the river system make of this a compact natural basin.

***Locate the Mississippi River and its tributaries and point out how the rivers flow toward the Gulf of Mexico. Discuss what effect this trend has had on transportation before the invention of railroads and automobiles.

*Locate the states of the Atlantic coastal region: Florida, Georgia, South Carolina, North Carolina, Virginia, and Maryland. Compare the topography of these states to note the spread of the Appalachian Highlands and the Piedmont.

Discuss how the topography and latitude of the Atlantic coastal states influence the climate of the various areas of these states.

*Locate the important rivers of the Atlantic coastal states and note the direction of their flow and the location of their mouths.

Observe the coasts of the states bordering the Gulf of Mexico and those bordering the Atlantic Ocean. Note similarities and differences in contours. Locate cities that are seaports on either coast and check population symbols on the map to note the largest ports.

Make an outline map of the southern regions. Locate the important rivers and seaports. Put in the names of the Appalachian Mountains and the Piedmont region.

Participate in a group project to write to the state government of each of the southern states asking for brochures and folders on the agriculture, industry, scenery, and history of the state. Locate on the outline map the capital of each state to which a letter is written.

*View the filmstrip "The South--Its Geography" from the series The United States--Its Geography and note the various geographic areas described and discussed in the filmstrip. Locate these areas on the wall map.

***Locate the Tropic of Cancer on the map. Use the scale of miles to determine how far from the Tropic the southern tip of Florida is located. Explain the meaning of the word tropical and the effect of the proximity to the tropics upon the states along the Gulf of Mexico.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDING, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Improvements in education, transportation, and communication within a region are essential to social and economic development.	D. Related study of a similar region in another part of the world (India, China, Egypt, Brazil)
In a region in which the supply of rural and industrial workers exceeds its own needs, large numbers of the population migrate to other areas or regions of the country.	Description of the region Use and conservation of natural resources People of the region
The development of new industrial centers provides greater opportunity for employment of the population of a region.	
Cultural enclaves exist in regions where communication and exchange of ideas and customs among cultural groups have been limited.	
Climate and crop specialization enable a region to provide other regions with a steady supply of out-of-season crops.	
People who work the soil are not always farmers working their own farms.	

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map skills, the pupil should:

note the coincidence of patterns on different types of maps

Share with the class personal experiences or information he has gathered about Florida during the winter months. Describe the climate and recreation of the people there. Explain the great difference between winter weather in Florida and Chicago.

*Share with the class his experiences of a visit or residence in the high-land regions of Tennessee, Kentucky, West Virginia, or another southern state. Describe the topography, climate, and ways of living that are similar to as well as different from those in Chicago.

Locate and name the states of the South which border the Mississippi-Ohio river system. Tell how their location is related to the fact that New Orleans is the largest seaport of the South.

View the filmstrip "Then and Now Along the Lower Mississippi" to note the changes which have occurred in ways of living along the river. Discuss what factors have not changed in the South, such as crops and climate.

***Find the origin and nature of hurricanes and explain them to the class. Point out on the map the areas of the South most frequently hit by hurricanes. Explain the reasons why hurricanes are given names and how the names are chosen.

*Bring to class pictures of hurricanes in action along the southern coasts of the United States and of hurricane damage. Discuss the value of hurricane warnings and the problems which hurricanes pose for inhabitants of the coastal regions of the South.

Participate in a longitude-latitude quiz in which classmates are called upon to locate a city or town in the southern regions for which only the latitude and longitude are given. Discuss the importance of being able to give accurate latitude and longitude locations to navigators, civil defense observers, and others.

Make an outline map of the middle western and southern regions; use different colors to indicate the various amounts of annual precipitation. Compare annual precipitation areas which are similar to areas having similar growing seasons.

***Discuss some of the effects upon the agriculture and way of living he would expect to find in the southern regions because of the longer growing season and annual amount of precipitation.

B. Use and Conservation of Natural Resources

Discuss the natural conditions which have made crop specialization possible in the South.

*Place on an outline map picture symbols of the various crops raised in the states of the southern region of the United States.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
identify important rivers and locate their main tribu- taries recognize and locate deltas, bays, and gulfs locate the tropic regions on the map.	
In developing language skills, the pupil should: select statements related and important to the topic being studied determine whether a given question has been answered use tables and simple graphs to locate information on area and population.	
In developing social skills, the pupil should: work effectively in class activities such as pupil- teacher planning and class discussions begin to work in small group projects carried on inde- pendently with less super- vision develop simple rules to use as criteria for evaluating group performance.	
<u>Attitudes and Appreciations</u>	
The pupil should: recognize that ways of living are changed by ways of earning a living	accept the fact that culture is a learned way of doing things and that education and research can change a culture.

Make a list of fruits, vegetables, or other products, such as Georgia peaches, Florida grapefruits, and Virginia hams and peanuts that can be purchased in our local food markets.

- *Discuss the reason for naming the various football stadia which appear in the sports news of the nation the Cotton Bowl and the Orange Bowl. Locate the cities in which the stadia are located. Tell what the names indicate about agricultural products of the regions.

List the chief crops of the southern regions of the United States, such as tobacco, cotton, sugar, and citrus fruits. Describe the various conditions of soil, climate, and precipitation necessary to produce these crops.

Discuss the reasons why tobacco farmers do not plant the greater part of their land in tobacco even though tobacco yields the greater part of their income.

Locate the chief tobacco-growing regions of the South. Explain the seasonal chores of the tobacco farmer between the planting and harvesting of his crop.

- *View the filmstrip "Agriculture" from the series The South and note the diversity of crops as well as the different problems and needs connected with raising such crops as cotton, tobacco, sugar, citrus fruits, and peanuts.

View the filmstrip "Then and Now in the Old South" to note the ways of living in the past and in the present. Note especially the technological improvements in cotton farming.

- ***Explain why the old plantation system of farming wore out the soil and how it affected the economic and social well-being of the South. Discuss ways in which man has tried to replenish and conserve the soil of the South.

Observe labels on cans, packages, fruit baskets, and crates to determine the variety of food products which come from the South. Tell for what crops we depend upon the southern farmer during the winter. Tell how modern transportation has helped to provide us with out-of-season foods.

- *Write to the Information Service, National Cotton Council, Memphis 1, Tennessee, for information and pictures on cotton-growing and cotton products.

Make a display of pictures and brief written descriptions of the various products of the cotton plant and their uses.

Discuss the difference that technological progress has made in the ways of living in the cotton belt. Include its effects on sharecroppers, the "plantation," and labor supply of the South.

Explain why, despite the fact that only one-third of the land is now planted in cotton that was formerly farmed for cotton, the amount of cotton produced is about the same. Discuss the importance of scientific research and technology in bettering ways of living.

Bring to class pictures from newspapers or magazines of the different steps in the planting, raising, harvesting, processing, and transportation of cotton and cotton products both in the past and at present.

Prepare a display of drawings and short paragraphs of explanation on the planting and harvesting of peanuts in the South and of the products and uses of the peanut.

Read or listen to the story of the life of George Washington Carver and his work in developing new products from peanuts, clay, and sweet potatoes.

*Make a list of the different forms and products of peanuts used in homes in our country.

Locate on a map of the United States the region in the South where growing season, climate, and rainfall permit the raising of citrus crops. Explain the dangers to these crops from the forces of nature, such as storms, floods, and frosts.

***Compare the problems of raising citrus crops in the South and corn in the Midwest. Explain what effect these problems have upon the difference in the cost to the housewife of an ear of corn and an orange.

Prepare a bulletin board display on "Diversified Crops in the South" in which are included pictures or clay models of all the different crops raised in the southern region. Indicate those which cannot be grown in the middle western region.

*Discuss the effects on our daily diet of modern methods of transportation, canning, freezing, and processing of foods in places at a great distance from the table of the consumer.

Locate regions in the South which are producers of meat, poultry, dairy, fruit, and truck farm products. Tell how the variety of products raised in the South is due to geographic factors.

Participate in a group project constructing dioramas of the different types of farming carried on in the South. Include tobacco and cotton plantations. For each diorama, prepare a card giving the location of such farms, the growing season, the amount of rainfall necessary, and products derived from the crops.

***Participate in a group to plan and draw a mural or frieze showing "Ways of Living in the Old South" to place above the dioramas depicting present day farming methods in the region.

Locate the sections of the South where mining is an important industry. Indicate the various minerals mined in the area.

Locate the states of the South which are great producers of petroleum and natural gas. Explain why oil wells are drilled into the shallow ocean along the Gulf Coast.

***Plan a frieze or display titled "From Dinosaur to Diesels" to show the steps in the development of petroleum from prehistoric times to present. Point out how this is an evidence of the fact that the earth is a great storehouse and demonstrates that matter is not destroyed but merely changed into another form, which has usefulness or value.

List the various products which are made from petroleum for use in our daily lives. Bring in samples or pictures of the various end-products of the petroleum industry.

*Write a letter to the American Petroleum Institute, 50 West 50th Street, New York 20, New York, to ask for any pamphlets and pictures on the petroleum industry that might be of use to the class in its study of America's natural resources.

***Discuss the importance of fertilizers to the agriculture of the region and the minerals and other materials which are valuable as commercial fertilizers. Explain how matter which may seem waste products in one regard is valuable if put to other uses.

*Locate the chief coal mining regions of the South and explain their importance to the region and the rest of the United States.

Locate on a map of the region the important industrial centers of the South. Indicate the type or types of industry chiefly located in each. Note their proximity to the natural resources available in the region.

***Discuss reasons why, until recently, manufacturing in the South was relatively unimportant. Explain why new industrial centers are developing in the region.

Explain why Birmingham, Alabama, differs from most industrial centers of the South. Compare it with cities in the Middle West which it would more nearly resemble.

*Study a transportation map of the United States to contrast the number and types of transportation networks serving the Middle West and the Southern regions of the United States.

Bring to class airline and highway maps of the Southern region to note the routes and types of highways in use or projected in the region. Explain some of the problems which may have hindered the development of highways, railroads, and airlines in the region.

Explain why the steel industry developed in the South even though steel was available from the middle western region.

*** Explain why the aluminum industry has been developing in the South. List the uses made of aluminum in modern living.

*** Organize committees to prepare a TV commercial inviting new industries to settle in the South. Emphasize the conditions that would appeal to factory owners.

Explain why textile mills have developed in the South and why some, originally in the North, have relocated in the South.

Locate on a map of the United States the chief lumbering areas of the South. Name the types of trees which are the chief sources for lumbering and the products derived from them.

Prepare an oral report for the class on the steps in the production of turpentine, pitch, and resin for commercial uses.

Locate the coastal areas of the South which produce fish for the markets of the United States. Contrast the fishing industries of the Gulf and southern Atlantic coasts and that of the Chesapeake Bay area.

Participate in a group project comparing shrimp fishing with oyster farming. Share the information with the class and include pictures of drawings of the seafood and methods of getting and shipping it.

*Locate the Tennessee River on the map of the United States and trace its course from its source in western Virginia to its mouth. Note the states through which it flows and the lakes and dams which mark its course. Compare this with a map of the same region made before 1932.

Explain the value of the Tennessee Valley Authority to the surrounding regions. Tell how the lakes and dams it has built serve to conserve the soil and property of the region from southern Illinois to the Gulf of Mexico.

Discuss the expense of such a project as the TVA. Tell how money spent by the United States government in two or three states has benefited many more states.

Compare life prior to electrification in the rural areas of the region affected by the TVA with present ways of living there.

***Construct a model of the TVA dam and power plant. Prepare a short oral report to explain how electrical power is transferred from the plant to rural areas. Use the model to explain the workings of the dam and plant.

Discuss the problems of farmers whose lands are in hilly regions and the dangers which heavy rains might cause their fields. Explain how the farmer might prevent the washing away of his soil. Draw diagrams to show the difference between "straight" and "contour" plowing. Use the diagrams to illustrate the need for soil conservation.

*Recall the way in which cotton and tobacco tax the richness of the soil and discuss ways in which southern farmers replenish or conserve their soil.

***Discuss ways in which people along the Mississippi River protected their land from flood damage in the past. Explain how the United States government has attempted to conserve valuable land along the Mississippi by developing flood control projects. Study a map of the United States to locate dams and reservoirs built on rivers between the Rocky Mountains and the Appalachians which feed into the Mississippi.

Locate national and state parks in the southern region and explain their purpose in conserving the scenic or natural state of the area.

Discuss the various historical sites at such places as Williamsburg, Jamestown, the French Quarter of New Orleans, St. Augustine, and others and tell how "conservation of the past" benefits all Americans.

C. The People of the Regions

Use the map legend to locate the largest cities in the southern regions. Divide and list them as cities between 500,000 to a million and 100,000 to half a million population. Give the reasons which would explain why the largest cities in the southern regions are New Orleans, Baltimore, and Washington, D.C.

***Explain the status of the District of Columbia and its relation to the fifty states of the United States. Discuss reasons why it was felt that the capital of the United States should not be located in any one particular state.

*Bring to class pictures from newspapers, magazines, travel folders, and postcards of the large cities of the South. Study these with the class in order to compare these cities with our own.

Discuss reasons for comparing Birmingham, Memphis, Atlanta, and New Orleans with Chicago in the Middle West. List similarities and differences between Chicago and each of these urban areas.

*Share with the class a talk on a visit to or residence in an urban center of the South. Discuss how the climate compares with that of Chicago and how it is related to the ways of living in the city or community.

Compare public schools in the South with those in Chicago. Discuss why public schools are so important to a democracy such as ours. Explain why the South has not provided as complete and up-to-date an educational system in all places for all public school pupils.

*Share with the class his experiences as a pupil in a school in the South. Include a description of school building, facilities, studies, length of school year, and availability of community resources for trips, tours, libraries, and other educational benefits.

*Share with the class his experience of a visit to or residence in a rural community of the South. Describe the physical appearance of the community, the types of workers, community affairs and services, and kinds of workers in the community.

Discuss the different ways of living in a rural community of the Southern Appalachians or the Cotton Belt or the coastal areas of the South. List some of the things a person moving to a city like Chicago from such a rural area might find difficult to become accustomed to at first.

***Prepare short biographical reports on famous Americans from the Southern regions, such as George Washington, Thomas Jefferson, Patrick Henry, Andrew Jackson, Davy Crockett, Sam Houston, Abraham Lincoln, Jefferson Davis, Robert E. Lee, George Washington Carver, Booker T. Washington, Frederick Douglass, Richard E. Byrd, Woodrow Wilson, and others. Include in the report the state of birth, the time the person lived, and his contribution to his fellow men.

*Bring to class pictures of famous people or places in the South. Share these with the class and locate on the map the places pictured or the home locale of the man.

Participate in a class project to write short personal letters to children in the fourth grade in an urban or rural school in the South. Exchange descriptions of his community and those of his correspondent.

Look up and discuss the different forms of recreation and games played by boys and girls in the South and compare these with his own leisure activities.

***Discuss the probable reasons why, with the exception of New Orleans, there is no section of the South which has had immigrants moving in from foreign countries over an extended period of time.

***Explain why, in most of the southern regions, the overwhelming majority of the population, regardless of race, color, or creed, is descended from families that have been there for more than 150 years.

Compare the gradual change in the status of the Negro in the South and tell what efforts the Negro Americans are making to improve that status.

Read or listen to stories about John Henry and discuss what they tell about people and ways of living in earlier times in the South.

***Discuss why, until very recently, people living in the Appalachians or in the bayou country of Louisiana or rural "backwashes" seldom came into contact with new ideas and ways of living different from those of their ancestors. Tell what modern developments have brought them into contact with people and ideas from outside their own cultural enclave.

Participate in a culminating activity in which each of the states of the South or various groups of people in the South are represented and explain their importance or role in the region and to the country at large. Display state maps, flags, products, dioramas, or drawings as part of the presentation.

***Make up poems or songs about the various states, places, or people of the South. Share these with the class.

Make a list of places people might go to in the South on a vacation and their reasons for going. Locate the vacation spots on the map and describe their attractions.

D. Related Study of a Similar Region in Another Part of the World
(In accordance with the interests and abilities of the individual class, one or several of the suggested regions might be studied.)

Locate the region on a physical map of the world or the continent on which the region is located. Compare its latitude with that of the American South to note their respective distances from the equator.

*Study a physical map of the region to locate rivers or waterways which drain the region and serve as natural highways. Compare the waterways of the region with those of the South.

Find the type of climate and length of growing season in the region under study. Tell what other geographic factors, such as distance from the ocean, rainfall, or altitude of the region, might affect its climate.

*Compare the topography of the region with that of our South. Compare the size of the region in relation to the rest of this country with that of the South to the rest of the United States.

Prepare a chart or bulletin board display on the region under study comparing all similarities and differences existing between it and the South. Include pictures or written descriptions to be placed under such headings as: Soil, Climate, Growing Season, Latitude, Area, Population, and Products -- Agricultural, Mineral, and Industrial.

*Locate the large urban and industrial centers, if any, within the region. Explain how the products manufactured in such areas resemble or differ from those produced in the South.

Collect and study pictures of farm communities and urban areas within the region. Contrast homes, clothing, implements, and activities similar to those which would be evident in such communities in the South. Point out contrasts. Discuss the fact that people in other parts of the world may have different ways of meeting needs which are common to all human beings.

***Discuss some of the reasons which cause people in other parts of the world to maintain different ways of living from those of people in the United States.

Find out the meanings of the word culture. Learn the word and use it in describing the ways of living in the region under study and the ways of living in the middle western and southern regions of the United States.

***Discuss the language spoken by the people of the region under study.

Compare the ethnic backgrounds to determine whether the population of the region is homogeneous, heterogeneous as in the Midwest, or chiefly of two large groups as in the South.

Bring to class or draw pictures of the different types of workers and the work carried on in the region.

Discuss problems the region might face in matters of soil conservation or in getting better yield from its natural resources.

*Compare transportation and communications in the region with that in the South and Midwest.

*Look for pictures or news stories in newspapers and magazines concerning the region under study. Discuss the items brought into the classroom.

Tell how the region under study contributes to the economic well-being of its own country, or is a drain upon it, and, if possible, how it figures in the trade and commerce of the world.

Use the scale of miles on a map of the world to measure the distance between New Orleans or Baltimore and the chief city of the region under study. Measure the distance from Chicago. Name the countries and bodies of water that might lie along the route. Measure the flying distance by great circle routes between Chicago and the city.

Locate the national capital of the country in which the region under study is located. If possible, share pictures of the city and the government buildings with the class.

Participate in a discussion as to just how closely the region under study is similar to our South in size, productivity, population, and industrialization.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
Our Big World
 (Silver Burdett) pp. 91-110 Egypt
 pp. 142-49 India

Barrows, et al.
The United States and Canada
 (Silver Burdett) pp. 85-124

Borchert and McGuigan
Geography of the New World
 (Rand-McNally) pp. 185-250

Borchert and McGuigan
Many Lands
 (Rand-McNally) pp. 97-104 Egypt
 pp. 186-96 India
 pp. 197-208 S. China

Cutright and Clark
Living Together around the World
 (Macmillan) pp. 140-49 Egypt

Drummond and Sloan
A Journey through Many Lands
 (Allyn and Bacon) pp. 117-31 Egypt
 pp. 105-15 India
 pp. 61-63 Brazil

Drummond
Journeys through the Americas
 (Allyn and Bacon) pp. 53-73
 pp. 362- Brazil
 67

Goetz, Delia
At Home around the World
 (Ginn) pp. 155-86 India

Gross, et al.
Exploring Near and Far
 (Follett) pp. 191-227 North Carolina
 pp. 235-71 New Orleans
 pp. 228-39 India

Thurston, et al.
Homelands of the Americas
 (Iroquois) pp. 105-65
 pp. 377-84 S. Brazil

Whittemore
The United States and Canada
 (Ginn) pp. 183-244, 245-330
passim.

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
 (Silver Burdett) pp. 85-124
 pp. 333-44
 Brazil

Hanna, et al.
In All Our States
 (Scott, Foresman) pp. 130-63

LIBRARY BOOKS

Bailey, Bernadine
Picture Book of Arkansas
 Whitman, 1957 (Gr. 5-7)

Benedict, Bart
Aluminum
 Lippincott, 1961 (Gr. 5-7)

Bleeker, Sonia
Seminole Indians
 Morrow, 1954 (Gr. 4-6)

Borreson, Mary J.
Let's Go to Colonial Williamsburg
 Putnam, 1961 (Gr. 3-5)

Calhoun, Mary H.
Making the Mississippi Shout
 Morrow, 1957 (Gr. 4-6)

Catherine, Marion B.
Buried Treasure
 Putnam, 1945 (Gr. 6-8)

Chester, Michael
Let's Go to a Rocket Base
 Putnam, 1961 (Gr. 4-6)

Eifert, Virginia S.
Mississippi Calling
Dodd, Mead, 1957 (Gr. 8)

Epstein, Edna
First Book of Washington, D.C.
Watts, 1961 (Gr. 5-7)

Epstein, Samuel
George Washington Carver, Negro Scientist
Garrard, 1960 (Gr. 3-8)

Freemen, Ira K.
All about Electricity
Hale, 1957 (Gr. 5-7)

Freeman, Mae
Story of Electricity
Random House, 1961 (Gr. 5-7)

Gates, Doris
Little Vic
Viking, 1951 (Gr. 5-7)

Goetz, Delia
Swamps
Morrow, 1961 (Gr. 4-6)

Hitte, Kathryn
Hurricanes, Tornadoes, and Blizzards
Random House, 1960 (Gr. 4-6)

Holbrook, Ruth
Katy's Quilt
Hale, 1940 (Gr. 4-6)

Hughes, Langston
Famous American Negroes
Dodd, Mead, 1954 (Gr. 7-8)

Hughes, Langston
Famous Negro Heroes of America
Dodd, Mead, 1958 (Gr. 7-8)

Hughes, Langston
First Book of Negroes
Watts, 1952 (Gr. 4-7)

Govan, Christine
Willow Landing
World, 1959 (Gr. 4)

Justus, Mary
Children of the Great Smoky Mountains
Dutton, 1952 (Gr. 5-7)

Lattimore, Eleanor
Fisherman's Son
Morrow, 1959 (Gr. 3-5)

Lenski, Lois
Cotton in My Sack
Lippincott, 1949 (Gr. 5-7)

Lent, Henry
Men at Work in the South
Putnam, 1957 (Gr. 5-7)

Levy, Mimi C.
Corrie and the Yankee
Viking, 1959 (Gr. 5-7)

Life in America Library
Life in America: Great Plains
Informative Classroom Pictures

Life in America Library
Life in America: South
Informative Classroom Pictures

Lippincott, Joseph
Persimmon Jim, the Possum
Lippincott, 1955 (Gr. 4-6)

Lobsenz, Norman
First Book of National Monuments
Watts, 1959 (Gr. 6-8)

Mandelbaum, Arnold
Electricity
Putnam, 1960 (Gr. 6-8)

McMeekin, Isabel M.
Kentucky Derby Winner
McKey, 1949 (Gr. 5-7)

McNeer, May
War Chief of the Seminoles
Random House, 1954 (Gr. 5-7)

Merrill, Jean
Superlative Horse
Scott, 1961 (Gr. 5-7)

Moore, Lillian
Daniel Boone
 Random House, 1955 (Gr. 4-6)

Nightbert, Esther
True Book of Cloth
 Children's, 1955 (Gr. 3-5)

Notkin, Jerome
How and Why Book of Electricity
 Noble, 1960 (Gr. 4-6)

Petersham, Maud
Silver Mace
 Hale, 1956 (Gr. 5-7)

Rogers, Matilda
First Book of Cotton
 Watts, 1954 (Gr. 4-6)

Rogers, Matilda
First Book of Tree Identification
 Random House, 1951 (Gr. 5-7)

Rosenfield, Bernard
Let's Go to the Capitol
 Putnam, 1959 (Gr. 4-6)

Rosenfield, Bernard
Let's Go to the White House
 Putnam, 1959 (Gr. 3-5)

Rosenfield, Bernard
Let's Go to the U.S. Mint
 Putnam, 1960 (Gr. 4-6)

Shackelford, Jane D.
Child's Story of the Negro
 Associated Publishers, 1956
 (Gr. 4-6)

Schlein, Miriam
Fisherman's Day
 Whitman, 1959 (Gr. 2-3)

Shannon, Terry
About Caves
 Melmont, 1960 (Gr. 5-7)

Snow, Dorothea
Come, Chucky, Come
 Houghton Mifflin, 1952 (Gr. 4-6)

Sobol, Donald J.
Wright Brothers at Kitty Hawk
 Nelson, 1961 (Gr. 5-7)

Sondergaard, Arensa
My First Geography of the Americas
 Little, Brown, 1956 (Gr. 5-7)

Stevenson, Augusta
Booker T. Washington: Ambitious Boy
 Bobbs-Merrill, 1960 (Gr. 4-6)

Turngren, Annette
Steamboat's Coming
 Longman's, 1955 (Gr. 5-7)

Wall, Gertrude W.
Gifts from the Forest
 Scribner's, 1952 (Gr. 4-6)

Wall, Gertrude
Gifts from the Grove
 Scribner's, 1955 (Gr. 5-7)

Waltrip, Lela
White Harvest
 McKay, 1960 (Gr. 5-7)

Woodson, C. and Wesley, C.
Negro Makers of History
 Associated Publishers, 1958
 (Gr. 6-8)

LIBRARY BOOKS FOR RELATED REGIONS

Anderson, Paul
Yong Kee of Korea
 Scott, 1959 (Gr. 4-6)

Bishop, Elizabeth
Brazil
 Life World Library (Gr. 6-8)

Breetveld, Jim
Getting to Know Brazil
 Coward, 1960 (Gr. 6-8)

Caldwell, John C.
Let's Visit Brazil
 Day, 1961 (Gr. 6-8)

Carmichael, William
Lee Fong and His Toy Junk (China)
McKay, 1955 (Gr. 2-4)

Coatsworth, Elizabeth J.
You Say You Saw a Camel? (Egypt)
Row, Peterson, 1958 (Gr. 3-5)

Comfort, Mildred H.
Beans from Brazil
Beckley, 1956 (Gr. 4-6)

Ells, Elsie S.
Fairy Tales from Brazil
Dodd, Mead, 1950 (Gr. 4-6)

Faraday, Margaret
Young Traveler in South America
Dutton, 1957 (Gr. 6-8)

Gartler, Marion
Understanding Brazil
Laidlaw, 1962 (Gr. 6-8)

Glasgow, Aline
Old Wind and Liu Li-San (China)
Harvey House, 1962 (Gr. 3-4)

Goodenow, Earle
Lazy Llama
Follett, 1954

Goetz, Delia
Let's Read about South America
Fideler, 1955 (Gr. 6-8)

Kenworthy, Leonard S.
Brazil
Holiday, 1954 (Gr. 6-8)

Lattimore, Eleanor L.
Journey of Ching Lai (China)
Morrow, 1957 (Gr. 3-5)

Lattimore, Eleanor L.
Chinese Daughter
Morrow, 1960 (Gr. 3-5)

Long, Laura
De Lesseps, Builder of Suez
McKay, 1958 (Gr. 6-8)

May, Stella B.
Let's Read about Brazil
Fideler, 1951 (Gr. 6-8)

Price, Olive M.
Donkey with Diamond Ears (Brazil)
Coward, 1962 (Gr. 5-7)

Schlein, Miriam
Elephant Herd (India)
Scott, Foresman, 1954 (Gr. 3-5)

Sheppard, Sally
The First Book of Brazil
Watts, 1962 (Gr. 5-7)

Tarry, Ellen
Runaway Elephant (India)
Hale, 1950 (Gr. 3-5)

Tung, Shih-chin T.
Ah Bow and the Water Buffalo (China)
Dial, 1961 (Gr. 4-6)

Wormser, Sophie
About Silkworms and Silk (China)
Melmont, 1961 (Gr. 3-5)

FIIMS

Asian Earth (Ganges Valley)
20 min. color X-A-176

A Boy of India: Rama and His Elephant
10 min. b&w X-B-103

Brazil: People of the Highlands
17 min. b&w X-B-18

Changing Cottonland (U.S.A. the Southeast)
20 min. b&w X-S-71)

Chesapeake Bay Retriever
9 min. b&w X-F-24

China: the Land and the People
14 min. b&w X-C-121

Citrus Culture

16 min. color X-C-110

Coastal Brazil

11 min. color X-C-130

Cotton

11 min. b&w X-C-47

Dams

14 min. b&w X-D-69

Egypt and the Nile

16 min. b&w X-E-51

Energy

10 min. b&w X-E-51

Farmers of India (Middle Ganges Valley)

20 min. b&w X-T-19

Farming in South China (Si Valley)

20 min. b&w X-C-74

Forest Produces

11 min. color X-F-91

Forestry and Forest Industries

11 min. b&w X-C-33

India: Asia's New Voice

17 min. b&w X-I-38

Life in a Coal Mining Town

10 min. b&w X-L-84

Life in Old Louisiana

11 min. b&w X-N-13

Man and His Culture

15 min. b&w X-M-169

Man's Problem (water conservation)

19 min. color X-M-154

Mississippi River--Lower River

14 min. b&w X-M-174

The Nation's Capitol

15 min. b&w X-W-32

News Magazine of the Screen, October, 1955 (Tour of Wash., D.C.)

20 min. b&w X-N-1333

Nile River Valley and the People of the Lower River

17 min. color X-N-62

Northeastern States

11 min. b&w X-N-8

Orange Grower

11 min. b&w X-O-3

An Oriental City (Canton, China)

20 min. b&w X-C-73

People along the Mississippi

18 min. b&w X-P-84

Petroleum and Its Uses

42 min. b&w X-P-31

Plantation System in Southern Life

10 min. b&w X-P-58

Powering America's Progress--a Modern Story of Bituminous Coal

25 min. color X-P-88

Rio de Janeiro

12 min. color X-R-54

The River

37 min. b&w X-R-11

Sampan Family (China)

16 min. b&w Z-S-93

Shell Fishing

11 min. b&w X-F-6

The Southern Highlanders

11 min. b&w X-S-5

Southern Highlanders

20 min. color X-S-234

A Story of Coffee (Brazil)

10 min. b&w X-S-191

Story of Soil

11 min. b&w X-S-302

Story of Sugar

12 min. b&w X-S-160

Sulphur

20 min. color X-S-31

Synthetic Fibers (Nylon & Rayon)

15 min. b&w X-S-128

Ten Thousand Feet Deep: a Story
of Man's Search for Oil

20 min. b&w X-O-7

This Is Aluminum

28 min. b&w X-A-88

A Tour of the White House with
Mrs. Kennedy

60 min. b&w X-T-114

Truck Farmer

11 min. b&w X-F-11

Valleys

10 min. b&w X-V-32

Washington, D.C.

10 min. b&w X-W-14

Washington, Shrine of American
Patriotism

20 min. color X-W-55

Water Power

11 min. b&w X-W-4

West Virginia and Its Natural
Resources

30 min. color X-W-59

The White House

14 min. b&w X-W-46

Work of Rivers

11 min. b&w X-R-3

Your Friend the Forest

7 min. color X-Y-19

FILMSTRIPS

All Kinds of Houses

(2090) color

Stanley Bowmar Co., Inc.

American History Series

(2238) b&w

"Life in Old Louisiana"

"Kentucky Pioneers"

"Planters of Colonial Virginia"

Encyclopaedia Britannica Films, Inc.

American Indian Cultures

(Plains and Woodlands)

(2240) color

"Flamingo, Princess of the Natchez"

"Journey of Flamingo Princess"

(Southern Woodlands Indians)

Encyclopaedia Britannica Films, Inc.

Children of Latin America

(2340) color

"Chico Learns to Read"

"Life in Brazil"

Young America Films, Inc.

Children of Many Lands Series

(2174) b&w

"Children of China"

Encyclopaedia Britannica Films, Inc.

The Earth and Its People Group I

(2184) b&w

"Farming in South China" (Si River Valley)

"Farmer Fishermen" (Norway)

"Mountain Farmers" (Switzerland)

"Eskimo Sea-Hunter" (Alaska)

United World Films, Inc.

The Earth and Its People Group IIA

(2186) b&w

"The Changing Cottonland" (U.S.A. the Southeast)

United World Films, Inc.

The Earth and Its People Group IIIA

(2190) b&w

"An Oriental City" (Canton)

"Farmers of India" (Middle Ganges Valley)

United World Films, Inc.

Families of the World

(2200) b&w

"China"

"Egypt"

Young America Films, Inc.

How Colonial America Began

(2266) color

"The South Begins"

Popular Science Publishing Co.

Life in Early America

(2276) color

"Life in Early Carolina"

Encyclopaedia Britannica Films, Inc.

Life in Other Lands

(2218) b&w

"Brazil"

"China"

"India"

The Fideler Co.

Middle Atlantic States

(2298) color

"Philadelphia, Baltimore, and Washington"

Haeseler Pictures

Our Flag Series

(2282) color

"History of Our Flag"

Young America Films, Inc.

Our National Parks

(2310) color

"Why We Have National Parks"

"Our National Park Service"

Curriculum Films

Ships and Harbor

(2148) b&w

"The Fireboat"

"The Harbor"

"The Passenger Liner"

"The Freighter"

"The Lighthouse"

"The Tugboat"

Young America Films, Inc.

The South

(2312) color

"Resources and Manufacturing Industries"

"Agriculture-Subtropical Coastal Lands"

"Subtropical Coastal Lands and Western Texas"

Society for Visual Education

The Southeastern States

(2314) color

"Natural Environment"

"People and Their History"

"Agriculture-Industry-Commerce"

"Life and Culture"

Encyclopaedia Britannica Films, Inc.

Then and Now in the United States

(2318) color

"Then and Now in the Old South"

"Then and Now in the Lower Mississippi Valley"

"Then and Now in the Tennessee Valley"

"Then and Now in Florida"

"Then and Now in the Appalachian Mountains"

"Then and Now in the Cotton Belt"

Encyclopaedia Britannica Films, Inc.

The United States: Its Geography

(2322) color

"The South--Its Geography"

Popular Science Publishing Co.

The United States: Its History

(2286) color

"The South--Its History"

Popular Science Publishing Co.

United States Regional Geography

(2326) color

"The Gulf Plains"

"The Appalachian Highlands"

Young America Films, Inc.

MUSIC

American Singer (Grade Five)

"Smoky Mountains" p. 23

"Alabama" p. 52

Music Across Our Country

(Grade Four)

Songs listed from the "South Unit"

pp. 124-45

Proudly We Sing (Grade Eight)
"The Boll Weevil"

This Is Music (Book Five)
"I'll Sell My Hat, I'll Sell
My Coat" p. 14
"Shucking of the Corn" p. 19
"He's Got the Whole World in
His Hands" p. 21

This Is Music (Book Five)
"Oh, Susanna" p. 13
"Camptown Races" p. 92
"The Blue-Tail Fly" p. 93
"Golden Slippers" p. 96
"Polly Wolly Doodle" p. 108
"Battle Hymn of the Republic"
p. 112

Hughes, Langston
Pictorial History of the Negro in
America
Crown, 1956 (Gr. 7-9)

POETRY

Time for Poetry
"The Pioneer" by Arthur Guiterman
p. 33
"Thomas Jefferson" by Rosemary
Carr and Stephen V. Benet

MATERIALS FOR REFERENCE OR ADAPTION BY THE TEACHER

Bontemps, Arna
100 Years of Negro Freedom
Dodd, Mead, 1961 (Gr. 7-9)

Bontemps, Arna
Story of the Negro
Knopf, 1958 (Gr. 7-9)

Chicago Board of Education
Curriculum Guide for the
Social Studies, 1964
(Grade 1, Unit XI and Grade 5,
Unit II)

Eifert, Virginia Snider
Mississippi Calling
Dodd, Mead, 1957 (Gr. 8)



GRADE 4

UNIT V

THE EASTERN REGION
(Connecticut, Delaware, Maine, Massachusetts,
New Hampshire, New Jersey, New York,
Pennsylvania, Rhode Island, Vermont)

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	A. Description of the region
The pupil should understand that:	The Middle Atlantic states The New England states The Appalachian Barrier Waterways and land transportation Coastal plain and harbors Climate variations
An industrial, commercial region with adequate transportation and access to raw materials and food supply can supply a population far larger than its own agricultural output permits.	
Manufacturing, trade, and industry provide occupations for most of the people in a densely populated region such as the eastern region of the United States.	B. Use and conservation of natural resources
Rich sources of power contribute to a region's industrial productivity.	Manufacturing land industry Agriculture Truck farming Dairying Shipping and fishing Lumbering Mining and quarrying Hard coal Soft coal Marble, slate, granite Conservation Soil Water Forest
A long coastline with many natural harbors encourages the growth and development of trading and shipping in a region.	
Broken terrain, climate, and the need to supply food for large centers of population in a	

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

*Locate on a map of the United States the states of the eastern region. Compare the size of the states of Delaware, Connecticut, and Rhode Island with that of such states as Alaska, Texas, and California.

Point out on the map the Middle Atlantic states of Maryland, Delaware, New Jersey, Pennsylvania, and New York. Use the scale of miles in the map legend to measure the approximate length of the Atlantic coastline of the United States to decide whether these states are actually located midway between the tip of Florida and the eastern boundary of Maine.

*Locate the five New England states and note, with the exception of Maine, how small each is compared with the other states of the United States except Delaware.

*Locate the Atlantic coastal plain and note how it narrows as one travels north from Virginia. Trace the Appalachian Highlands northward from Virginia and note how they widen.

Discuss the ways in which the Appalachian Mountains acted as a barrier to transportation and to the movement of the early settlers of the eastern region.

Locate the large rivers of the eastern region on an outline map of the region and print their names in the proper places. Locate Chesapeake and Delaware bays. Show which states have boundaries formed by the Potomac, the Delaware, or the Connecticut rivers.

Locate the mouths and trace the courses of the Potomac, Susquehanna, Delaware, Hudson, and Connecticut rivers. Note toward which body of water they flow and discuss what this fact meant to people settling along the Atlantic coast and to the movement of goods in the days before good roads, steamboats, railroads, and automobiles. Use the map to explain why it might have been easier two hundred years ago to go to Boston, New York, or Philadelphia by ship from Baltimore than to travel overland.

Use the map to explain why it was easier two hundred years ago to send merchandise from Philadelphia to Savannah, Georgia, by ship than to transport the same merchandise to the newly settled town of Pittsburgh.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
region tend to encourage the development of small truck and dairy farms or intensive farming.	C. The people of the region
An abundant supply of natural resources in the land and water make a region a good area for settlement and development of urban areas.	Urban areas Important cities Metropolitan areas Urban sprawl Rural areas Ethnic origins
Control of much of a nation's finance, commerce, and industry is concentrated in the large metropolitan areas of a densely settled region.	D. Related study of a similar region in another part of the world (England, Benelux countries, Japan, Norway)
A region which has received a steady influx of new settlers or immigrants from other parts of the world can benefit greatly from their ideas, customs, and contributions to ways of living.	Description of the region Use and conservation of natural resources People of the region
Densely populated regions which have been settled for a long time contain many monuments to and landmarks of the history of its people.	

Skills

The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.

In developing map skills, the pupil should:

- recognize important coastline features
- locate climatic regions

***Study a relief map of the United States to note the difference in the height above sea level of Lake Erie and Lake Ontario. Explain why travel from one lake to the other was difficult before the Welland Canal was built. Locate the place where the waters of Lake Erie drop down to the level of Lake Ontario. Bring to class a picture of Niagara Falls.

Locate the Erie Canal on the map of the United States. Study the map to explain why this canal was important in carrying settlers to the Old West and in carrying their products to New York City for shipment overseas or for sale in the eastern region in the days before railroads and trucks.

Review with the class what has been studied about the St. Lawrence Seaway in relation to Chicago and the Middle Western region. Discuss the importance of the Seaway to western New York and Pennsylvania.

***Explain why certain industries, businesses, and workers in the seaport city of New York might consider the St. Lawrence Seaway a threat to the economic leadership of the city.

Locate the various mountain groups of the eastern region, such as the Alleghenies, Catskills, Adirondacks, and the Green and White mountains.

Note the longitude and north latitude of the eastern states. Explain what variations in climate might be expected in this part of the world.

Discuss how the Great Lakes, the Atlantic Ocean, and the mountains might affect the climate in sections of the East.

*Compare the latitudes of Chicago and New York City, of Detroit and Boston.

***Discuss the Gulf Stream and its effect upon the climate of the Atlantic Coastal plain.

Use the map to explain why Mt. Washington in New Hampshire is the coldest spot in the eastern part of the United States.

Point out the islands and peninsulas along the eastern Atlantic Coast. Compare the profile of the Atlantic Coast with that of the Pacific Coast. Explain the advantage of an irregular coastline over one that is unindented or is largely bordered by high cliffs.

Use a map of the United States to locate the chief seaports of Baltimore, Philadelphia, New York, and Boston. Note how well protected they are by nature from the open sea.

***Find out and compare the average mean temperatures of Boston, New York, Philadelphia, Pittsburgh, and Baltimore with each other and with those of Chicago, Minneapolis, and New Orleans. Explain the differences on geographic bases.

*Bring to class road maps of the eastern states with maps of the larger cities and note the proximity and importance of the rivers and harbors of Boston, New York, Philadelphia, and Baltimore.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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read and interpret distribution maps.

In developing language skills, the pupil should:

carry out the selection and evaluation of information related to a specific purpose

formulate judgments and draw conclusions based on increasingly complex materials.

In developing social skills, the pupil should:

contribute his share to the success of informal class discussions

assume responsibility for listening critically to acquire information and understanding of others.

Attitudes and Appreciations

The pupil should:

respect the skill, energy, and worth of many types of work

take pride in the vastness and greatness of American enterprise and achievement

appreciate the cultural variety among the peoples of the modern world.

Participate in a class project to write letters to the State Department of each of the eastern states asking for pamphlets, maps, and booklets describing the people, products, and historic and scenic places of the states. Use the materials received to form a resource file on the region.

Bring to class from newspapers and magazines pictures showing places, people, or events in any of the states of the region. Discuss what the pictures tell about the climate, human activity, topography, or beauty of the region.

B. Use and Conservation of the Natural Resources

*View the filmstrips "Industry" and "Commerce" from the series Middle States and New England States. Discuss the similarities and account for the differences in these eastern regions.

Prepare a chart showing the factors which make the eastern region of the United States the manufacturing and industrial area of the nation. Under the headings of "Type," "Power," "Raw Materials," "Workers," and "Markets," list each type of industry (oil refining, garment, textile) the sources of power, the sources and kinds of raw materials, the kinds and sources of workers, and the markets in which the products are sold. Use a map of the world to explain the importance of the eastern region.

*List some of the manufactured and industrial products of the eastern region. Bring to class from newspapers, magazines, and catalogs as many pictures of items in the list as possible.

Participate in a class project to draw up a list of factories or jobs in industry which are familiar to members of the class. Compare this list with the list of manufacturers and industries in the eastern region.

Assume the role of a man who has worked out a formula for manufacturing an improved machine for cutting cloth to be made into garments or other household items, such as slipcovers, tablecloths, and such. Explain to the class how he would prepare to go into business and how he would determine the best part of the eastern region in which to start. Use the map to convince the class of the wisdom of his choice and his chances of succeeding in the business both in colonial days and at the present time.

*Review previous learnings about manufacturing and industry in Chicago and the Middle West and in Atlanta and the southern region with manufacturing and industry in New York and the eastern region. Tell in what fields the East leads.

List the different sources of power which have been available in the eastern region of the United States for the use of industries during the past one hundred fifty years.

***Construct a model of an old water mill and explain it to the class. Tell how the terrain of the New England states was especially suited to the early development of mills before the advent of coal, oil, or hydroelectric power.

Locate on a map of the United States the areas of the East in which might be found textile or fabric mills, sawmills, or light industries.

Explain why light, rather than heavy, industries are more prevalent in the eastern region.

Consider and list some of the reasons why many of the business offices of the recording industry, the television industry, the garment industry, and the banking business of the United States are located in the eastern region.

***Keep a tally for a week as to the number of programs seen on television which originate in New York or are sponsored by industries or businesses located in the East. Discuss reasons why New York is the commercial and financial capital of the United States.

*View the filmstrip "Power and Industry" from the series Middle Atlantic States and discuss how industry is dependent upon power to move its machinery. Locate the areas which supply the power used in the industries of the East.

Make a large outline map of the states of the eastern region on which to mount pictures or symbols for the various industries predominating in each of the states. Add to the map, as the unit progresses, other pertinent data or symbols.

Discuss how natural factors, such as climate, soil, growing season, and topography influence the development of truck and dairy farming in the eastern portion of the United States.

*Compare a "chicken city" with a dairy or a truck farm. Contrast the farms of the eastern region with those of the Middle West.

Use the physical map of the region to demonstrate why such states as Maryland, Delaware, and New Jersey lead in the production of farm produce and poultry while New Hampshire, Massachusetts, Vermont, and New York lead in the production of dairy foods. Tell how climate is related to the agriculture of these states.

Use the population map to explain why truck and dairy farming are vital to the eastern region of the United States. Tell why it is important that farms raising vegetables and fruits be closer to large urban areas than to wheat and grain farms or meat-producing farms.

Use the map to explain how the eastern region was suited to the development of the fishing and shipping industries. Explain why in New England, where poor soil and a short growing season make extensive agriculture unprofitable, people living along the coast in years past turned to fishing to augment their food supply and to shipping and shipbuilding as profitable businesses.

*List the different types of seafood produced in the New England states and in the Middle Atlantic states. Locate the Grand Banks off the coast of New England.

Discuss the different ways in which seafood might be prepared for shipment to such other parts of the United States as the Middle West or the mountain region.

Prepare a display of the different types of seafood produced in the eastern region; include pictures or drawings and indicate the ways in which each is obtained from the sea and prepared for market.

Bring to class pictures of ocean liners and freighters in seaports along the eastern coast of the United States. Locate the ports on the map.

List the different types of ships that use our eastern seaports.

Bring to class or draw pictures of shipyards in the process of building ships. Discuss reasons why the United States has Navy yards at Philadelphia and Brooklyn and builds and commissions its submarines at Providence.

***Discuss the functions of the United States Coast Guard and the services it performs for shipping.

Share with the class individual experiences on a trip to the New England or Middle Atlantic states.

Locate the section of New England where lumbering is important. Discuss the different products made from wood or wood pulp which are produced in New England.

*View the filmstrip "Seacoasts, Shipping, Fisheries" from the series New England States. Discuss the industries described and locate the areas in which they are found in New England. Contrast these with the situation on the shore of Lake Michigan in the Middle West.

Read or listen to stories about whaling as an occupation in such books as Whaling Boy by Peter Freuchen or All About Whales by Roy C. Andrews. List the products made from whales and discuss the reasons why whaling is no longer so important an industry in New England as it was in the past.

*View the film Use of Forests to note the uses of trees and the logging operations involved in getting forest products to markets.

***Make a chart listing the different kinds of trees found in the forests of the eastern region. Use pictures or sketches of the trees and samples of the woods to illustrate the chart.

On an outline map locate the areas of the East where soft coal, hard coal, and lignite are mined. Explain the particular qualities of each type of fuel and its important uses.

***Compare and contrast as to output, type, and quality those coals produced in the minefields of Pennsylvania with those of the Middle West and southern regions.

Discuss reasons why Pittsburgh has become a great steel center of the United States. Trace the routes by which iron ore is carried to Pittsburgh from its source; explain the importance of its location in the development of the steel industry in Pittsburgh.

Write a letter to The American Iron and Steel Institute, 250 Fifth Avenue, New York, New York, or to the United States Steel Corporation, 208 South LaSalle Street, Chicago, Illinois, asking for folders and information on the steel industry in the United States. Share the materials received with the class.

***Use the physical map to point out the similarity of land forms to explain why West Virginia and Pennsylvania might be considered part of one geographic region and why Maryland, Delaware, and New Jersey might be considered part of another geographic region of the United States.

Bring to class pictures of buildings, monuments, or markers made of granite, marble, or slate. Discuss the advantages or disadvantages of each type of stone as a building material.

Locate on a map of the region those eastern states which are important quarrying centers. Explain how stone is quarried and transported to places where it is used.

Bring samples of granite, slate, and marble to class to share with classmates. Discuss the appearance and weathering qualities of each type.

Read or listen to Look Out for the Forest by Glenn O. Bough to learn about conservation of our forests. Discuss the importance of conserving our forest resources.

Discuss the various methods, such as contour plowing, use of commercial fertilizers, and flood control, used in the eastern region of the United States to conserve the top soil necessary for farming.

***Participate in a group discussion of the problems facing a heavily populated region such as that lying along the Atlantic coast from Washington, D.C., to Boston, Massachusetts, in providing adequate water supplies from homes and industries in the region.

Draw up a list of the various uses, besides cooking and drinking, made of water in industrial areas. Discuss ways in which water is supplied to large industrial areas in the eastern region and compare with the methods used in Chicago.

Discuss reasons why the conservation of scenic and historic places is important and necessary in the eastern region of the United States. Tell how all the people of the United States derive benefit from historic sites which have been designated as national or state parks and shrines.

***View the films Water Supply, Water Power, and Water Works for Us and discuss the importance of water in daily life, at home, at school, and at work.**

C. The People of the Region

***Locate on a map of the United States the cities in the eastern region which have a population of over one-half million people. Plan a chart on which these cities are listed under the headings of "Atlantic Coastal Cities" and "Cities West of the Appalachians." Place a star in front of the names of cities with more than one million population.**

List the five largest cities in the eastern region, giving the latest population, the water ways which serve the cities, and the chief industries and products of the cities.

Bring to class pictures or postcards of such cities as Boston, Buffalo, New York, Philadelphia, and Pittsburgh. Study the pictures to look for similarities to Chicago in buildings, stores, streets, transportation, and ways of working.

View the filmstrips "New York City" and "Philadelphia, Baltimore, and Washington" from the series Middle Atlantic States to note the similarities of the problems facing large cities in providing food, housing, and transportation for their populations. From the series New England States, view the filmstrip "Villages, Towns, and Cities."

Use a population map of the eastern region to point out that the region lying between Washington, D.C., and Boston, Massachusetts, is really one large urban area, with New York as the hub of the urban sprawl.

*****Bring to class roadmaps of the eastern region to show the many towns and cities lying close together between Washington and Boston. Discuss some of the problems of feeding, sheltering, servicing, and protecting this concentration of people.**

***Explain why New York City is the home of so many people from other countries in Europe. Locate some of these countries on a map of the world.**

Share with the class an individual experience or that of members of the family in arriving in New York City from a foreign country. Describe some of the sights in New York City.

Discuss how New York City benefits from the immigration of people from foreign countries. List some of the problems facing foreign-born immigrants in a new home in such an American city as New York or Chicago.

*****Participate in a group project to find out the early story of such cities as New York, Baltimore, Boston, and Philadelphia. Prepare a display on the "Story of Great Eastern Cities" to share with the class.**

Plan a class exhibit or program on the great metropolitan centers of Boston, Philadelphia, New York, and Pittsburgh. Include the schools, homes, ways of working and traveling, food and water supplies, and products of these cities.

*List the different types of workers that would be found living in the big cities of the eastern region. Include people who perform services, rental agents, civic employees.

Discuss some of the reasons why the cost of living in urban centers would be higher than in rural communities and include the advantages offered urban dwellers.

***Participate in a group project to find out how the original Indian inhabitants lived in the eastern region. Prepare illustrated short reports to share with the class.

***Discuss reasons why the Indians, living in a region so rich in natural resources and so favorably located geographically, did not develop the region as it was later developed by settlers from Europe. Use the word culture in examining the problem.

View the filmstrip "Then and Now along the Main Streets of the East" from the series Then and Now in the United States to see how the cities of the region have developed and changed since their beginnings as settlements. Compare their stories with that of Chicago and its development.

View the filmstrip "Rural New England" from the series New England States. Point out the ways in which rural communities in New England differ from rural communities in the Middle West and in the South.

Bring to class postcards or pictures from newspapers or magazines showing rural communities in New England or the Middle Atlantic states. Discuss reasons why New England farmers lived in towns although their farm lands were some distance away from the town.

***List some of the reasons pupils have for being grateful to the early New Englanders' insistence upon providing public schools for the children of their towns. Discuss the value of public education to the citizens of a democracy such as ours. List the ways in which public schools are supported today.

Plan a bulletin board display showing pictures or drawings of some of the large cities in the eastern region and of some rural communities. Include pictures or descriptions of workers, machines, crops, or products in mining, fishing, farming, and resort communities in the Middle Atlantic and New England areas.

Bring to class pictures of Plymouth Rock, Paul Revere, Brooklyn Bridge, Paul Cuffe, the Statue of Liberty, Independence Hall, the Liberty Bell, Benjamin Franklin, the pilgrims, the Constitution, and the Declaration of Independence and plan a display, "American Heroes and Holidays." Place the pictures in their appropriate location on a large free-hand outline map of the eastern region.

Read or listen to "Rip Van Winkle," "The Legend of Sleepy Hollow," "Paul Revere's Ride," or "Ben and Me" and discuss what the story or poem tells about life in this historic region of our country.

D. Related Study of a Similar Region in Another Part of the World

(Depending upon the interests and abilities of the individual class, one or several of the suggested regions may be studied.)

*Locate the region under study on a physical map of the world or the continent on which it is located. Compare its latitude and longitude with that of the eastern region of the United States to note their respective distances from the equator.

Study the physical map to locate rivers or waterways and coastlines of the region. Compare these waterways with those of the eastern United States.

***Compare the region under study with the rest of the country, if such is the case, in which it is located and tell whether it is a relatively small or large part of the whole. (Show the relationship of the Benelux countries to the European Common Market.)

Find the type of climate and length of growing season in the region under study. Tell what other natural factors, such as rainfall, altitude, or ocean currents, might make it similar to or different from the climate of the eastern states.

*Compare the topography of the region with that of the eastern United States. Note the variations within the region itself, from lowlands to mountains. Discuss some of the types of agriculture or industry one might expect to find in such a region.

Share with the class personal or vicarious experiences of a visit to or sojourn in the region under study. Describe schools, holidays, recreation, and foods of the people of the region.

***Identify the different languages spoken in the Benelux countries or the different ethnic backgrounds in the region chosen for study. Discuss ways in which a country or region might benefit from having a population made up of different racial or national origins.

*Discuss the ways in which the people of the region conserve their soil and natural resources, add to them, or try to get the most advantage possible from them.

Compare the methods of transportation and communication in the region under study with those in the eastern United States.

Assume the role of a pupil living in the region under study. Write a letter or serve as a guide for visitors from the United States; describe the home, school, urban area, and region to the visitors or the correspondent.

Discuss ways in which the people of the region under study have improved upon, adapted, or attempted to control natural conditions of the region in order to improve their ways of living.

Look for pictures in current newspapers and periodicals concerning the region. Discuss the pictures or news with the class.

Participate in a group project of writing a letter to the consulate of the country of the region under study asking for folders, pictures, and materials relating to the ways of living, products, urban areas, schools, and scenic and historical places of the region. Share these as a class resource.

*Locate on a map of the continent the countries bordering upon that of the region under study. Find out the type of government of the country and compare it with that of the United States.

Tell how the region contributes to the economic well-being of its country, and, if possible, how it figures in the trade and commerce of the world.

***Discuss other regions of the world with which the region trades. Locate those other regions on a map of the world.

*Use the map legend to locate the national capital of the region. If possible, find pictures of that city and its government buildings to share with the class.

Read or listen to stories of Robin Hood, Dick Whittington, Leif Ericsson, Mountains in the Seas or the poem "The Leak in the Dike" to find out about the culture or folk lore of the region.

Participate in a group project developing a bulletin board display comparing similarities and differences existing between the region under study and our Eastern states. Include pictures or written descriptions to be placed, as study progresses, under such headings as Soil, Climate, Growing Season, Latitude, Area, Population, and Products - Agricultural, Mineral, Industrial - and others.

***Discuss reasons why New England and Old England are or are not really as similar as the names imply; include the consideration of language, customs, ways of dressing, working, playing, and schooling, as well as agriculture, industry, shipping, and trade.

Check a population map of Europe and discuss the concentration of population in the Benelux countries. Explain why the Netherlands and Belgium are called the most densely populated area of the world.

Locate the large urban areas and industrial centers within the region or comment upon their relative scarcity compared with the eastern states. Decide whether the region more closely resembles the New England states or the Middle Atlantic states; use maps, products, industries, agriculture, resources, and people as the basis for making this decision.

Discuss the effect the coastline of the region under study has upon the lives and work of the people living there.

Collect and bring to class pictures of agricultural and industrial workers in the region under study. Contrast clothing, tools, equipment, physical plants, or buildings with those to be found in the eastern states. Point out points of similarity. Discuss the similarity of needs and goals shared by farmers and workers of the region and farmers and workers in the eastern states.

***Discuss evidences of different cultural patterns to be seen in pictures, drawings, or stories about the region as compared with the United States.

Participate in an "Observation Quiz" by holding up unlabeled pictures of people, places, and activities in world regions so far studied and in regions of the United States. Ask classmates to guess whether the picture is of an American scene or another region of the world. Ask for reasons or clues as to how they arrived at their identification of the scene.

*Participate in a class discussion as to how much or how little the region under study can be considered (1) similar to our eastern states and (2) similar to Illinois, the Middle West, and the South.

Discuss and, if possible, secure some samples of the language and writing of the region under study.

Use the scale of miles on a map of the world to measure the sailing and great circle distances from Boston, New York, and Philadelphia to the chief ports or cities of the region under study. Measure the same distances via the St. Lawrence Seaway from Chicago to these cities. Name the countries and bodies of water through or over which one might travel to these cities and the countries along the route.

***List some of the products the region might wish to buy from the Middle West, the South, or the eastern states and the products it might be able to sell in each region of the United States.

Participate in a discussion as to how closely the region under study is similar to our eastern states and just how it differs from them in any particular way.

RESOURCE MATERIALS

BASIC TEXTBOOKS

- Barrows, et al.
Our Big World
 (Silver Burdett) pp. 29-44 Norway
 pp. 45-60 The Netherlands
 pp. 155-62 Japan
- Barrows, et al.
The United States and Canada
 (Silver Burdett) pp. 22-84
- Borchert and McGuigan
Geography of the New World
 (Rand, McNally) pp. 49-116
- Borchert and McGuigan
Many Lands
 (Rand, McNally) pp. 163-83 Norway
- Drummond and Sloan
A Journey through Many Lands
 (Allyn and Bacon) pp. 93-103 Japan
 pp. 157-67 Netherlands
 pp. 91-129 Norway
- Drummond
Journeys through the Americas
 (Allyn and Bacon) pp. 51-88
- Goetz
At Home around the World
 (Ginn) pp. 223-60 Netherlands
 pp. 91-129 Norway
- Gross, et al.
Exploring Near and Far
 (Follett) pp. 151-83 Maine
 pp. 184-90 Norway
 pp. 272-78 Japan
- Thurston, et al.
Homelands of the Americas
 (Iroquois) pp. 36-103
- Whittemore
The United States and Canada
 (Ginn) pp. 183-244

AUXILIARY TEXTBOOKS

- Barrows, et al.
The American Continents
 (Silver Burdett) pp. 23-84
- Hanna, et al.
In All Our States
 (Scott, Foresman) pp. 60-95
- Smith and Sorenson
Neighbors in the United States and Canada
 (Winston) pp. 20-85

LIBRARY BOOKS

- Andrews, Roy C.
All about Whales
 Random House, 1954 (Gr. 6-8)
- Aymar, Peggy
Michael Sails the Mud Hen
 Hastings House, 1961 (Gr. 4-6)
- Bailey, Bernadine
Picture Book of Delaware
 Whitman, 1960 (Gr. 5-7)
- Bailey, Bernadine
Picture Book of Maine
 Whitman, 1957 (Gr. 5-7)
- Bailey, Bernadine
Picture Book of New Hampshire
 Whitman, 1961 (Gr. 5-7)
- Bailey, Bernadine
Picture Book of Vermont
 Whitman, 1961 (Gr. 5-7)
- Banks, et al.
Where Rivers Meet
 Benefic, 1953 (Gr. 4-6)
- Batchelor, Julie F.
From Cave Writing to Television
 Harcourt, Brace, 1953 (Gr. 4-8)

Bleeker, Sonia
Delaware Indians
 Morrow, 1953 (Gr. 4-6)

Bleeker, Sonia
Indians of the Long Horse
 Morrow, 1950 (Gr. 5-7)

Blough, Glenn
Lookout for the Forest
 McGraw, 1955 (Gr. 3-5)

Boden, Hilda
Faraway Farm
 McKay, 1961

Bragdon, Elspeth
That Jud!
 Hale, 1957 (Gr. 5-7)

Buchheimer, Naomi
Let's Go to a Candy Factory
 Putnam, 1957 (Gr. 3-5)

Buehr, Walter
Oil--Today's Black Magic
 Morrow, 1958 (Gr. 5-7)

Buehr, Walter
Harvest of the Sea
 Morrow, 1958 (Gr. 6-8)

Buehr, Walter
Timber
 Morrow, 1960 (Gr. 4-6)

Carr, Harriett
Young Viking of Brooklyn
 Viking, 1961 (Gr. 5-7)

Chaffee, Allen
Story of Hiawatha
 Random House, 1951 (Gr. 4-6)

Coffin, Robert P.
New England
 Fideler, 1955 (Gr. 5-7)

Colby, Carroll B.
Tall Timber
 Coward, 1955 (Gr. 5-7)

De Angeli, Marguerite
Bright April
 Messner, 1946 (Gr. 3-5)

De Angeli, Marguerite
Skippack School
 Doubleday, 1939 (Gr. 4-6)

Dillon, Ellis
Lost Island
 Funk, 1954 (Gr. 6-8)

Elting, Mary
Ships at Work
 Harvey House, 1962 (Gr. 4-6)

Epstein, Sam
First Book of Glass
 Watts, 1955 (Gr. 5-7)

Estep, Irene
Iroquois
 Melmont, 1961 (Gr. 4-6)

Estes, Eleanor
Hundred Dresses
 Harcourt, Brace, 1944 (Gr. 4-6)

Evatt, Harriett
Army in Pigtales
 Bobbs-Merrill, 1962 (Gr. 3-5)

Felton, Harold W.
Bowleg Bill
 Hale, 1957 (Gr. 5-7)

Fern, Eugene
Most Frightened Hero
 Coward, 1961 (Gr. 3-4)

Floethe, Louise
Fisherman and His Boat
 Scribner's, 1961 (Gr. 3-4)

Freuchen, Peter
Whaling Boy
 Putnam, 1958 (Gr. 5-7)

Frost, Frances
Maple Sugar for Windy Foot
 Hale, 1950 (Gr. 4-6)

Garellick, May
Manhattan Island
 Crowell, 1957 (Gr. 4-6)

Green, Erma
Let's Go to a Steel Mill
Putnam, 1961 (Gr. 4-8)

Greenhood, David
Watch the Tides
Holiday House, 1961 (Gr. 3-5)

Hall, Elvajan
Pilgrim Stories
Rand, McNally, 1962 (Gr. 4-6)

Hammond, Diana
Let's Go to a Harbor
Putnam, 1959 (Gr. 3-5)

Havighurst, Walter
Northeast
Videler, 1955 (Gr. 5-7)

Hays, Wilma P.
Christmas on the Mayflower
Coward, 1956 (Gr. 3-5)

Hays, Wilma P.
Eli Whitney and the Machine Age
Watts, 1960 (Gr. 5-7)

Hogner, Nils
Jean's Whale
Abelard, 1955 (Gr. 2-4)

Holberg, Ruth L.
Rowena the Sailor
Doubleday, 1954 (Gr. 5-7)

Holberg, Ruth L.
Tansy for Short
Doubleday, 1951 (Gr. 5-7)

Holling, Holling C.
Paddle-to-the Sea
Houghton Mifflin, 1941 (Gr. 5-7)

Howard, Jean
Light in the Tower
Hale, 1957 (Gr. 3-5)

Hughes, Langston
Famous American Negroes
Dodd, Mead, 1954 (Gr. 7-8)

Hughes, Langston
Famous Negro Heroes of America
Dodd, Mead, 1958 (Gr. 7-8)

Hughes, Langston
First Book of Negroes
Watts, 1952 (Gr. 4-7)

Ipcar, Dahlov
Lobsterman
Knopf, 1962 (Gr. 3-4)

Ladd, Elizabeth
Meg of Heron's Neck
Morrow, 1961 (Gr. 4-6)

Lattimore, Eleanor L.
Beachcomber Boy
Morrow, 1960 (Gr. 3-5)

Lazarus, Harry
Let's Go to a Clothing Factory
Putnam, 1961 (Gr. 4-6)

Lent, Henry
Men at Work in the Mid-Atlantic States
Putnam, 1961 (Gr. 5-7)

Lent, Harry
Men at Work in New England
Putnam, 1956 (Gr. 5-7)

Lewiton, Mina
Rachel and Herman
Hale, 1957 (Gr. 5-7)

Life in America Library
Life in America: New England
Informative Classroom Pictures

Life in America Library
Life in America: Northeast
Informative Classroom Pictures

McCloskey, Robert
One Morning in Maine
Viking, 1952 (Gr. 2-4)

Nightbert, Esther
True Book of Cloth
Children's, 1955 (Gr. 3-5)

Ogilvie, Elizabeth
Whistle for a Wind
 Scribner's, 1954 (Gr. 6-8)

Podendorf, Illa
True Book of Animals of the Sea
 and Shore
 Children's, 1956 (Gr. 3-5)

Rich, Louise D.
First Book of New England
 Watts, 1957 (Gr. 4-8)

Riedman, Sarah
Let's Take a Trip to a Skyscraper
 Abelard, 1955 (Gr. 4-8)

Rumsey, Marion
Seal of Frog Island
 Morrow, 1961 (Gr. 3-4)

Russell, Solveig
From Barter to Gold
 Rand, McNally, 1961 (Gr. 4-6)

Russell, Solveig
Sugaring Time
 Abingdon, 1961 (Gr. 4-6)

Shackelford, Jane D.
Child's Story of the Negro
 Associated Publishers, 1956
 (Gr. 4-6)

Strachan, Winona
Johnny Codliner
 Watts, 1961 (Gr. 6-8)

Stevenson, Augusta
Wilbur and Orville Wright
 Random House, 1950 (Gr. 4-6)

Thomas, Henry
George Westinghouse
 Putnam, 1960 (Gr. 5-7)

Tooze, Ruth
Silver from the Sea
 Viking, 1962 (Gr. 3-4)

Trask, Margaret P.
Three for Treasure
 Crowell, 1962 (Gr. 4-5)

Wall, Gertrude
Gifts from the Forests
 Scribner's, 1952 (Gr. 4-6)

Wattenberg, Ben
Story of Harbors
 Sterling, 1961 (Gr. 6-8)

Weston, George F.
Key to Boston
 Lippincott, 1961 (Gr. 5-7)

Woodson, C. and Wesley, C.
Negro Makers of History
 Associated Publishers, 1958 (Gr. 6-8)

Woolley, Catherine
Look Alive, Libby!
 Morrow, 1962 (Gr. 4-6)

LIBRARY BOOKS FOR RELATED REGIONS

Buehr, Walter
Volcano
 Morrow, 1962 (Gr. 6-8)

Buell, Hal
Young Japan
 Dodd, Mead, 1961 (Gr. 5-7)

Carr, Rachel E.
Picture Story of Japan
 McKay, 1962 (Gr. 5-7)

Cohn, Angelo
First Book of the Netherlands
 Watts, 1962 (Gr. 6-8)

D'Aulaire, Ingri
Nils (Norway)
 Doubleday, 1948 (Gr. 3-5)

DeValera, Sinead O.
Emerald Ring and Other Irish Tales
 Dodd, Mead, 1951 (Gr. 5-7)

Finlay, Jan
Young Traveler in Scotland
 Dutton, 1954 (Gr. 6-8)

Gidal, Sonia
My Village in Ireland
 Pantheon, 1957 (Gr. 5-7)

Godden, Rumer
Miss Happiness and Miss Flower
Viking, 1961 (Gr. 4-6) (Japan)

Haviland, Virginia
Favorite Fairy Tales Told in Ireland; Retold
Little, Brown, 1961 (Gr. 4-6)

Haviland, Virginia
Favorite Fairy Tales Told in Norway; Retold
Little, Brown, 1961 (Gr. 4-6)

Jannes, Elle
Elle Kari (Lapland)
Macmillan, 1952 (Gr. 3-5)

Kyle, Elizabeth
On Lennox Moor (Scotland)
Nelson, 1954 (Gr. 6-8)

Lauber, Patricia
Valiant Scots
Coward, 1957 (Gr. 6-8)

Lide, Alice O.
Lapland Drum
Abingdon, 1955 (Gr. 4-6)

Loder, Dorothy
Land and People of Belgium
Lippincott, 1957 (Gr. 7-8)

Loken, Anna B.
When the Sun Danced (Norway)
Lothrop, 1954 (Gr. 4-6)

MacAlvay, Nora T.
Cathie Stuart (Scotland)
Hale, 1957 (Gr. 5-7)

Malmstrom, Vincent M.
Life in Europe: Norway
Fideler, 1959 (Gr. 5-7)

Matsuno, Masako
Taro and the Tofu (Japan)
World, 1962 (Gr. 3-4)

Norling, Josephine S.
Pogo's Fishing Trip
Holt, 1942 (Gr. 3-5)

Norling, Josephine S.
Pogo's Lamb
Holt, 1957 (Gr. 3-5)

O'Brien, Elinor
Land and People of Ireland
Lippincott, 1953 (Gr. 6-8)

O'Neill, Hester
Picture Story of Norway
McKay, 1951 (Gr. 6-8)

Spencer, Cornelia
Low Countries
Holiday, 1949 (Gr. 6-8)

Stamm, Claus
Three Strong Women (Japan)
Viking, 1962 (Gr. 4-6)

Stirling, Lilla
Stowaway Piper (Scotland)
Nelson, 1961 (Gr. 4-6)

Uchida, Yoshiko
Rokubei and the Thousand Rice Bowls (Japan)
Scribner's, 1962 (Gr. 3-5)

Van Embden, William
Life in Europe: Netherlands
Fideler, 1960 (Gr. 4-8)

Van Someren, Liesje
Young Traveler in Holland
Dutton, 1953 (Gr. 6-8)

FILMS

Belgium
9 min. color X-B-95

Boats (New York Harbor)
11 min. b&w X-B-11

Born in Freedom (Story of Drake's Oil Well)
30 min. color X-B-118

British Isles
10 min. b&w X-B-59

British Isles; the Land and the People

10 min. b&w X-B-80

British Trade and Industry (London and Newcastle)

20 min. b&w X-E-35

Canals of England

11 min. b&w X-E-12

The Dairy Farm

15 min. b&w X-D-10

The Dairy Industry

11 min. b&w X-G-30

English Children

11 min. b&w X-E-32

Farmer Fishermen (Norway)

20 min. b&w X-N-54

The Fisherman's Boy

10 min. b&w X-F-131

Forest Grows

11 min. color X-F-90

Geography of the Middle Atlantic States

10 min. b&w X-G-62

Geography of New England

10 min. b&w X-G-53

Immigration

11 min. b&w X-I-4

An Industrial Lake Port (Buffalo)

20 min. b&w X-G-41

Introducing Britain

10 min. b&w X-I-42

Irish Children

10 min. b&w X-I-13

Island of Faith (Netherlands)

15 min. b&w X-I-28

An Island Nation (Japan)

20 min. b&w X-J-8

Japan

28 min. color X-J-23

Japanese Family

26 min. b&w X-J-15

Land behind the Dikes (Netherlands)

20 min. b&w X-H-34

Life in a Coal Mining Town

10 min. b&w X-L-84

Life in the Forest

10 min. color X-L-73

Living in a Metropolis (Greater New York)

20 min. b&w X-N-52

Lobstertown

22 min. b&w X-L-25

The Lumberman

22 min. color X-L-11

Maine Harbor Town (U.S.A.-Northern New England)

20 min. b&w X-N-57

Men of Gloucester (Massachusetts)

22 min. color X-M-204

The Middle East

15 min. b&w X-M-173

Mountain Building

11 min. b&w X-M-3

New England Fisherman

11 min. b&w X-N-10

News Magazine of the Screen, August, 1954 (Niagara Falls)

20 min. b&w X-N-100

Northeastern States

11 min. b&w X-N-8

Norwegian Children

11 min. b&w X-N-61

Our Productive Industry

10 min. color X-O-46

Peterborough Cathedral
10 min. b&w X-P-44

Poultry Raising
11 min. b&w X-G-18

The Story of Money
18 min. b&w X-S-131

Synthetic Fibers (Nylon and Rayon)
15 min. b&w X-S-128

Tugboats
10 min. b&w X-T-20

Use of Forests
11 min. b&w X-U-6

Water Power
11 min. b&w X-W-4

Westminster Abbey
10 min. b&w X-W-45

White Thunder (Niagara River)
13 min. color X-W-101

World Cargoes for Peace
18 min. color X-W-94

Your Friend the Forest
7 min. color X-Y-19

FILMSTRIPS

Adventures with Early American Indians
(2234) color
"Indians of Northeastern Woodlands"
Society for Visual Education, Inc.

American History Series
(2238) b&w
"Early Settlers of New England"
Encyclopaedia Britannica Films, Inc.

American Indian Cultures
(2240) color
"Young Manhood of Quick Otter"
"Travels of Quick Otter"
Encyclopaedia Britannica Films, Inc.

Boys and Girls of Many Lands-Set I
(2170) color

"Henk and Henny of the Netherlands"
"Steinar and Karen Marie of Norway"
SVE

Children of Early America Series-Set I

(2244) color
"Lost in Penn's Woods"
"The Quakers in Pennsylvania"
Young America Films, Inc.

Children of Many Lands Series

(2174) b&w
"Children of Holland"
"Irish Children"
"Japanese Children"
"Norwegian Children"
"English Children"
Encyclopaedia Britannica Films, Inc.

Children of Some North Atlantic Countries

(2176) color
"Children of Denmark, Norway, Sweden"
"Children of the Netherlands"
Eye Gate House, Inc.

The Earth and Its Peoples-Group IIA

(2186) b&w
"Maine Harbor Town"
"An Industrial Lake Port"
"Living in a Metropolis"
United World Films, Inc.

Families of the World

(2200) b&w
"England"
"Japan"
Young America Films, Inc.

Home Life in European Lands

(2380) color
"Home Life in England"
Popular Science Pub. Co.

How Colonial America Began

(2266) color
"The New England Story"
"The Middle Colonies"
Popular Science Pub. Co.

How the Indians Lived

(2268) color
"Woodland Indians" (Iroquois)
The Jam Hardy Organization

Indians of the Eastern Woodlands

(2270) color

"Clothing"

"Food"

"Shelter"

"Arts and Crafts"

"Life and Customs"

Young America Films, Inc.

Life in Early America

(2276) color

"Life in New Amsterdam"

"Life in Plymouth Colony"

"Life in Early Philadelphia"

Encyclopaedia Britannica Films, Inc.

Life in Europe

(2386)

"Norway"

The Fideler Co.

Living in Western and Northern Europe

(2390) color

"Living in the British Isles"

Society for Visual Education

Middle Atlantic States

(2298) color

"New York State"

"New York City"

"Coastal Plain and Piedmont"

"Introduction"

"Power and Industry"

"Philadelphia, Baltimore, and Washington"

Haeseler Pictures

Middle States

(2300) color

"Natural Environment"

"People and Their History"

"Agriculture"

"Industry"

"Commerce"

"Life and Culture"

Encyclopaedia Britannica Films, Inc.

New England States

(2302) color

"Introduction to New England"

"Industry"

"Rural New England"

"Seacoasts"

New England States (Con't)

"Shipping"

"Fisheries"

"Villages"

"Towns and Cities"

Haeseler Pictures

The Northeastern States

(2304) color

"Natural Environment"

"People and Their History"

"Agriculture"

"Industry"

"Commerce"

"Life and Culture"

Encyclopaedia Britannica Films, Inc.

Our Friends, the American Indians

(2284) color

"The Eastern Forest Indians"

Popular Science Pub. Co.

Our National Parks

(2310) color

"Our National Park Service"

Curriculum Films

Picture Reference Library

(2400) color

"Life in Colonial America"

"Pioneer Days"

"Indian Life"

Informative Classroom Picture Pub.

Then and Now in the United States

(2318) color

"Then and Now in New England"

"Then and Now along the Main Streets of the East"

"Then and Now in the Appalachian Mountains"

Encyclopaedia Britannica Films, Inc.

The United States--Its Geography

(2322) color

"The Middle Atlantic States"

"New England States"

Popular Science Pub. Co.

The United States: Its History

(2286) color

"The Middle Atlantic States"

"New England"

Popular Science Pub. Co.

The United States--Regional
Geography

(2324) b&w

"Northeastern States"

"Southeastern States"

Encyclopaedia Britannica Films, Inc.

United States Regional Geography

(2326) color

Visits to European Lands

(2408) color

"England and Scotland"

"The Low Countries"

Popular Science Pub. Co.

The World and Its Peoples-Group IIIB

(2192) b&w

"Factories, Mines, and Waterways"

(Industrial Western Europe)

"Land Behind the Dikes"

"Food for Paris Markets"

"British Trade and Industry"

United World Films, Inc.

MATERIALS FOR REFERENCE OR ADAPTA-
TION BY THE TEACHER

Bontemps, Arna

100 Years of Negro Freedom

Dodd, Mead, 1961 (Gr. 7-9)

Bontemps, Arna

Story of the Negro

Knopf, 1958 (Gr. 7-9)

Chicago Board of Education

Curriculum Guide for the Social
Studies, 1964

(Kindergarten, Unit IX; Grade
Three, Units VII and VIII)

Hughes, Langston

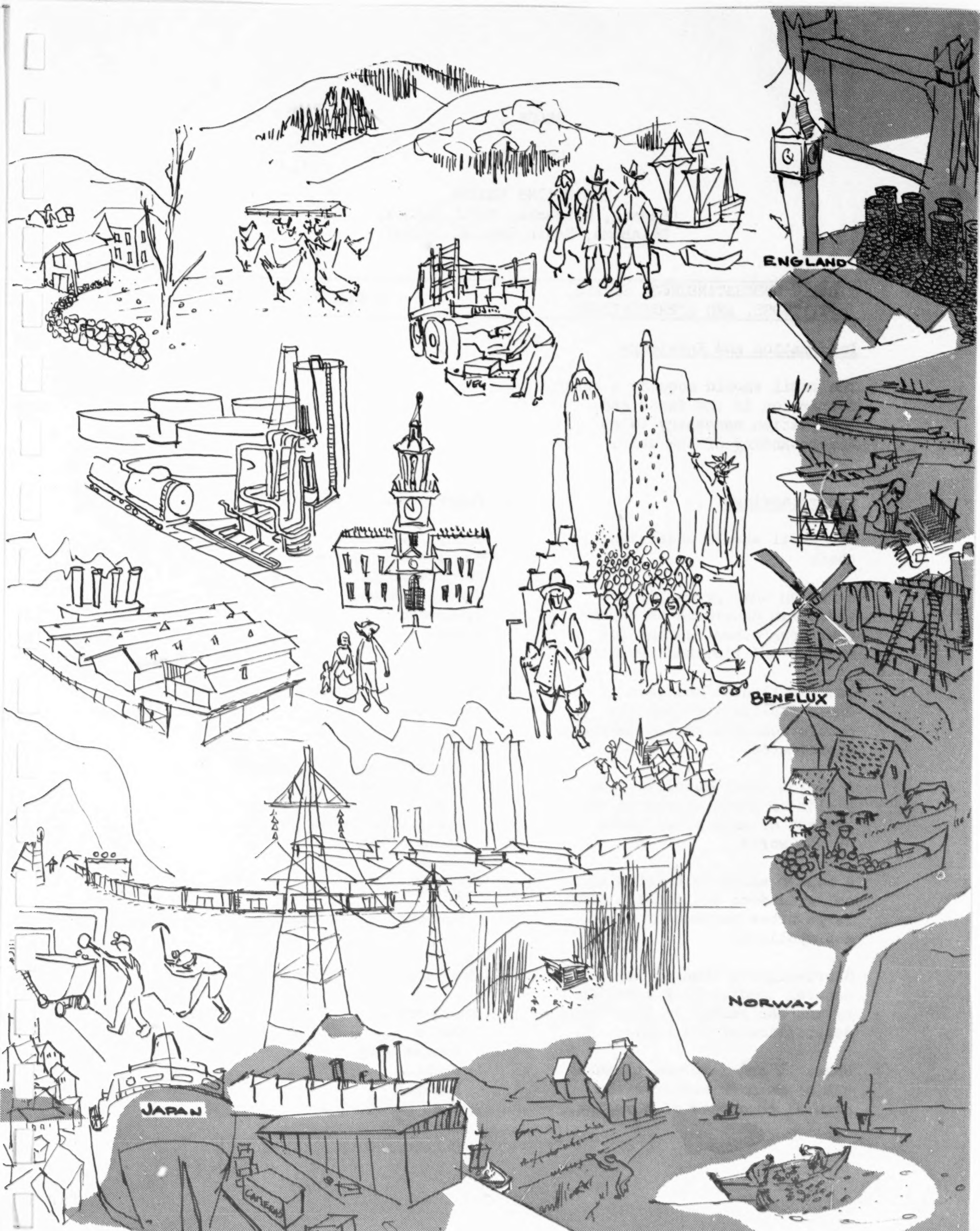
Book of Negro Folklore

Dodd, Mead, 1958 (Gr. 7-9)

Hughes, Langston

Pictorial History of the Negro in
America

Crown, 1956 (Gr. 7-9)



GRADE 4

UNIT VI

THE PLAINS REGION
(Kansas, Nebraska, North Dakota,
Oklahoma, South Dakota, Texas)

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	
The pupil should understand that:	
A region that primarily provides raw materials is dependent upon other regions for markets and finished products.	A. Description of the region
Late settlement and lack of industrialization keep the population of a region unevenly distributed.	Open, level land Climate and weather Fertile soils Growing season Waterways Winds
A region which supplies rich yields of grain serves as the granary of many other parts of the world.	B. Use and conservation of natural resources
A region which is chiefly agricultural does not contain many large urban centers or world metropolises.	Agriculture Winter wheat Spring wheat Corn Irrigation farms Grazing lands Mining Conservation Soil Missouri River control
Short-sighted changes in the natural condition of a region by man can result in long-range destruction of its value.	C. The people of the region
Research and informed planning can do much to conserve the natural resources of a region.	Urban areas Omaha Kansas City Wichita Houston Fort Worth Dallas Oklahoma City

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

*Locate the plains region on a map of the United States and trace the boundaries of the states of the region on a markable map.

Trace the courses of rivers in the area. Tell into what bodies of water they flow and what their importance is to the Missouri-Mississippi system.

*Discuss why the rivers are so important to the people of the plains region.

View the filmstrip "The Central Plains" from the series United States Regional Geography and discuss the ways in which the geography of the region affects and is affected by the people living in the region.

***Make a relief map of the United States from the plains region to the Atlantic coast. Compare this map with a commercially-made relief map. Use the map to demonstrate why geographers speak of the Missouri-Mississippi basin.

Explain how the vegetation of the northern plains region, before its settlement by pioneer farmers, was especially adapted to a dry and windy climate. Contrast its climate with that of the Gulf Coastal Plain of Texas.

Make a simple graph of the rainfall and temperature in Omaha, Nebraska, and in Chicago for the same period of time. Explain the differences in temperatures despite the fairly similar latitude of the location. Consider the influence of Lake Michigan in making Chicago's temperature different from Omaha's.

Make a key on an outline map for land use in the plains states and fill in the map appropriately.

***Make a population map of the plains states, using the figures from tables in textbooks. Label the principal cities of the region and discuss the reasons for the sparsely settled areas.

*Compare the growing season in the plains region with that in the South and in the eastern region.

Discuss the danger to the soil of farms during a long, dry, windy season in the plains region. Explain ways in which the people have sought to preserve the land.

Bring to class and discuss items dealing with the European common market. Compare the dependence of our plains region and other regions of the United States to the interdependence of the common market countries.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
A region which produces surpluses of crops, products, or labor is highly dependent upon a common market area either within one country or among several countries.	Rural areas Ethnic origins
<u>Skills</u>	D. Related study of a similar region in another part of the world (Argentina, Uruguay, Saskatchewan, North China, Russia)
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	Description of the region Use and conservation of natural resources People of the region
In developing map skills, the pupil should:	
use intermediate directions on maps and globes	
use scale of miles to estimate distances on maps	
learn to identify provincial boundaries within other countries.	
In developing language skills, the pupil should:	
select ideas for main topics of an outline	
recognize main ideas in larger units of thought	
adapt oral reading and silent reading to purpose and material.	
In developing social skills, the pupil should:	
become accustomed to working with formal groups, such as committee report participation.	

Collect pictures of strip farming and show why this type of farming is successful and necessary in the plains region.

***Find out about tornadoes and the places where they are most frequent in the United States. Locate these states on the map and explain how tornadoes develop and move and what dangers they present to the inhabitants of the region.

Explain why the section of Texas lying along the Gulf of Mexico and in eastern Texas and Oklahoma might be included as part of the southern region of the United States. Indicate why Texas is so different from the South in size, wealth, and products.

Participate in a group project of writing letters to the governments of each of the states of the region asking for pictures, booklets, and pamphlets on the state, its people, and its products.

***Prepare an average annual precipitation map of the plains region using different colors to show annual precipitation of 10 to 20 inches, 20 to 30 inches, 30 to 40 inches, and 40 to 50 inches. Note the differences within the plains region and the similarities of bordering regions.

Explain why broad, level lands are ideal for farming on a large scale if there is sufficient precipitation and a sufficient growing season.

B. Use and Conservation of Natural Resources

*View the film The Wheat Farmer and discuss the methods of planting, the machinery used, and the crop and growing season of winter wheat. Study the landscape of the film and note the wide, open lands suitable for huge farms and large-scale operations.

Locate the areas in the plains region which grow winter wheat and those which grow spring wheat. Note that the plains states grow the greatest amount of wheat of any single region of the United States.

Locate the areas of the plains states where rainfall and growing season favor the growing of corn, the growing of cotton, and the growing of grapefruit.

*Discuss the reasons why the plains region is justly called the "bread basket" of the United States.

Make a list of products made from wheat and corn. Look up the word granary and include it in the social studies word book. Explain why the plains states are the granary of the United States.

Explain why on the basis of corn production in Nebraska one would expect to find hogs and cattle raised there as well.

*Explain why it is necessary to irrigate some of the lands in the plains region.

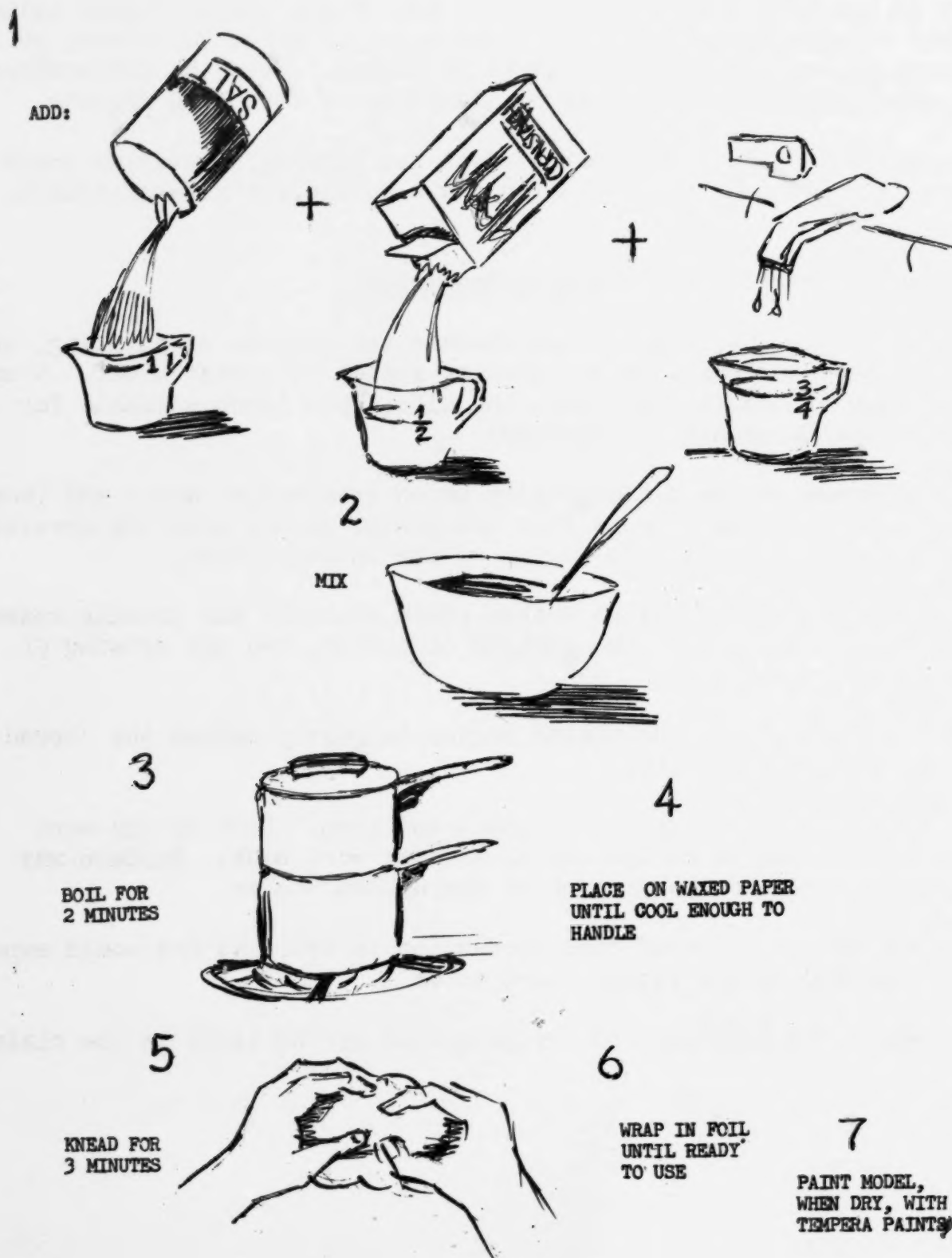
**BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS**

CONTENT**Attitudes and Appreciations**

The pupil should:

exhibit practical concern over
the national conservation
problem

appreciate the value of coopera-
tion among regions with different
products and needs.

SALT AND CORNSTARCH CLAY

List the kinds of crops that are raised on irrigation farms in the plains region.

Locate on a map of the region the lands which are used for grazing and explain why these are given over to cattle grazing rather than to wheat or corn farming. Tell how this use of these lands illustrates both man's inability to change natural conditions and his ability to use them wisely to his advantage.

***Explain on the basis of his study why the plains region, even while supplying much of the world's grain, is very much dependent upon other regions to support its populations and supply many of their basic needs.

Collect pictures from newspapers, magazines, or postcards of the various types of farms in the plains states. Share these with the class and compare the terrain visible in the pictures with that of the plains on a physical map. Explain why a map does not give as fine or exact a picture of slopes or swells as exist on the surface represented.

List the mineral products of the plains region. Locate on a map of the United States the areas which engage in mining or petroleum production. Compare the mineral resources of the plains region with those of the Middle West, the South, and the eastern region.

Share with the class an experience of a trip or a visit to the plains states.

Discuss reasons why control of the Missouri River is so important to both the people of the plains states and those of the Middle West and the South.

Participate in a group report on "Conservation," including such topics as contour plowing, dams and flood control, and irrigation.

Explain how farmers store and save their grain so that it can be kept for use or shipment where it is needed.

***Participate in a group discussion of the dependence of the farmers of the plains region upon railroads and other types of transportation to haul their products to market and to bring into the region the products they need.

Bring to class pictures of how airplanes are used in the months of heavy snows to keep grazing snowbound cattle from starving to death on the plains.

***Locate on a map of the region Wind Cave National Park, Theodore Roosevelt National Park, and the Black Hills. Explain the value of establishing such parks.

C. The People of the Region

*Use the legend of the map to locate cities of the plains region which have a population of 100,000 to 500,000. Note in which states and which section of the region these are located.

List some of the reasons which account for the scarcity of large urban centers in this region.

Locate the state capitals of the states of the region and note their size in population. Bring to class pictures of the buildings and business sections of the large cities and state capitals of the region.

***Note the rivers and places in Texas which have Spanish names. Discuss what this fact reveals about the people who first came to Texas.

Obtain pictures of the largest cities of the plains region and share them with other members of the class. Study the pictures of the cities to find buildings, vehicles, and activities that are similar to those to be seen in Chicago or in other cities which were studied during the year.

Discuss the types of workers that would be found living in Omaha, Kansas City, Houston, Galveston, Fort Worth, Lincoln, Wichita, and Dallas. List the products manufactured in these cities and those which the cities have to get from other parts of our country and the world.

Tell why Kansas City, Kansas, and Kansas City, Missouri, are called "twin cities." Locate the "twin cities" of the Middle West on the map. Note the similarities of their location in respect to the geographic and economic features of their respective regions. Locate the "twin cities" of Texas.

Discuss the part played by methods of transportation in the growth and development of such cities as Kansas City, Omaha, Wichita, and Galveston.

*Explain what a grain elevator is and why so many are to be found in Kansas City.

Tell how the chief industries of the largest cities of the plains region are determined by the geography of the region and its products.

Bring to class pictures of rural communities in the plains region. Study them to find ways in which they resemble rural communities of the Middle West, the South, and the eastern region and ways in which they look different.

***Prepare a bulletin board display with pictures or drawings of a rural community in each of the regions studied. Include brief written descriptions of the businesses and homes and people of each. Point out the outstanding features which might make a rural community in the plains region different from one in each of the other regions.

Discuss reasons why farmers in the plains states might have to help one another with their harvesting more than farmers would in other farm communities. List the ways in which they work together so that each can accomplish the necessary work on his farm.

***Find out about some of the different countries, as well as sections of our own country, from which people moved to settle in the wide, open plains region.

Assume the role of a pioneer farmer who has settled on the plains. Tell how, in a land of few trees and little rock, he built his home and prepared his land for planting. Include a description of the wind, the climate, the landscape. Consider the impact of the vastness and loneliness of the plains upon the people who settled there.

***Look up and describe to the class the way the native Indians lived in the plains region and how they secured the things they needed for existence.

Prepare a picture or mural showing the way in which the original inhabitants lived on the plains before the white men came, how the pioneers lived there, and how people live there now. Discuss how the mural or picture illustrates man's ability to improve his ways of living over long periods of time.

***Read about and bring pictures to class of the buffalo and its habitat. Explain why the Indians of the plains were dependent upon the buffalo for survival and why they resented white hunters who killed off the herds indiscriminately.

Tell why the buffalo almost became the "vanishing American" of the animal kingdom. Discuss why game laws and animal preserves are important and valuable.

*Read or listen to and discuss the songs "Bury Me Not on the Lone Prairie" or "Home on the Range" and examine them for pictures of life on the plains in the early days.

Read or listen to stories of Pecos Bill and note the pictures they paint of the life of the Texas cowboy.

D. Related Study of a Similar Region in Another Part of the World
(Depending upon the interests and abilities of the individual class, one or several of the suggested regions might be studied.)

Locate the region under study on a globe. Compare its latitude and longitude and distance from the equator with that of the plains region. Tell whether its climate would be quite similar or slightly different from that of our plains states.

*Study the physical map to locate rivers or waterways in the region, as well as any man-made improvements, such as dams, reservoirs, or canals. Compare these features with those of the plains states.

*Compare the region under study with the rest of the country in which it is located and tell whether it supplies much of the grain or other food-stuffs of its country.

Find out about the type of climate and length of growing season in the region under study. Tell what other factors, such as rainfall, altitude, and distance from the ocean or other large bodies of water, might make its climate similar to or different from our plains region.

Compare the topography of the region with that of the plains region. Note any variations within the region from lowlands to highlands. Discuss some of the types of agriculture or industry one might expect to find in a region of this kind.

Participate in a group project developing a bulletin board display comparing similarities and differences existing between the region under study and the plains region of the United States. Include pictures, drawings, or written descriptions to be placed, as study progresses, under such headings as Soil, Climate, Growing Season, Latitude, Area, Population, and Products-Agricultural, Mineral, Industrial, and others.

Use a population map to compare the population of the region under study with that of the plains region. Note whether the region has more or fewer large urban or industrial centers than the plains states. Discuss whether the region produces enough to feed other parts of its country and the world, or whether it does not produce enough to feed its own people.

Collect and bring to class pictures of agricultural and industrial workers in the region under study. Compare their clothing, homes, tools, equipment, buildings and physical plants, and activities with those of such workers in the plains region. Discuss how the pictures show that, while all men have similar needs, they meet them in different ways in different lands or cultures.

***Discuss evidences of different cultural patterns to be seen in pictures, drawings, or stories about the region under study as compared with the United States.

*Discuss the ways in which the people of the region conserve their soil and natural resources, add to them, or fail to exploit them.

Compare pictures of rural areas in the plains region with some in the region under study. Decide whether the people living in the region under study live as well, less well, or better than those in our plains region.

*List the types of grains grown in the region under study and find out whether farming methods and machinery are the same as those in our plains states.

Compare the methods and availability of transportation and communication in the region under study with those in the plains region.

Discuss whether the people of the region under study have improved upon or attempted to control natural conditions in the region or whether they have preferred to go on doing things the same way year after year.

Pretend to be a visitor from the plains region interviewing the people of the region under study in order to write a newspaper article about their region. Interview a farmer, a worker, a pupil, a businessman, and a housewife about their work, their homes, their way of living in the region. Write the article with the class.

***Assume the role of a government official answering the questions of a visiting farmer or government official from the region under study who wants information on how people of our plains have developed machines, tools, dams, and methods of farming, storing, and shipping grain.

Cooperate in planning and executing a large picture or mural comparing the ways of living and working in the region under study, both in rural and urban areas, with the way people in such areas live in the plains region.

*Read or listen to some of the songs or stories of the region under study and its people. Discuss what they tell about the region and its culture.

*Use the map legend to locate the large cities in the region under study and the national capital of the country of which it is a part.

*Locate on a map the countries bordering upon that of the region under study. Compare the bordering countries in topography and size with the country under study.

***Discuss with what other regions of the world this region might trade to sell its surplus products or buy what it needs. Locate these other regions on the map and discuss methods of transportation necessary to engage in such trade.

Use the scale of miles on a globe to measure the distance from Chicago to the largest city of the region under study both by ship and by flying the great circle route.

Look for pictures of the region under study or news articles about it in current newspapers and magazines or bring to class reports of any newscasts heard on radio or television about the country in which it is located. Share these with the class.

***Find out what language is spoken in the region under study and whether its people have moved there from other parts of the world.

Discuss and secure, if possible, some samples of the writing and language of the region under study.

*Name the countries and bodies of water over which a plane or a ship might pass in traveling from Chicago to the region under study.

Participate in a class discussion about how closely the region under study is similar to our plains region and just how it differs in any way.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
Our Big World
(Silver Burdett)
pp. 133-42 Australia

Barrows, et al.
The United States and Canada
(Silver Burdett) pp. 165-81
pp. 269-72 Saskatchewan

Borchert and McGuigan
Geography of the New World
(Rand, McNally) pp. 251-66
pp. 417-31 Argentina and
Uruguay
pp. 332-42 Canadian Prairie
provinces

Borchert and McGuigan
Many Lands
(Rand, McNally)
pp. 209-24 Australia

Drummond and Sloan
A Journey through Many Lands
(Allyn and Bacon)
pp. 137-144 South Central
states

Goetz
At Home around the World
(Ginn) pp. 187-224 Argentina

Gross, et al.
Exploring Near and Far
(Follett) pp. 108-43 Nebraska
pp. 144-50 Australia

Thurston, et al.
Homelands of the Americas
(Iroquois) pp. 196-217
pp. 295-314 Canada
pp. 436-51 Uruguay
and Argentina

Whittemore
The United States and Canada
(Ginn) pp. 71-116, 19-70, 183-244
pp. 348-67 Saskatchewan

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
(Silver Burdett) pp. 165-81
pp. 344-57 Argentina
pp. 269-72 Saskatchewan

Hanna, et al.
In All Our States
(Scott, Foresman) pp. 96-129
pp. 136-65

Smith and Sorenson
Neighbors in the United States
and Canada
(Winston) pp. 86-114, 134-60
pp. 160-78
pp. 271-75
Saskatchewan

LIBRARY BOOKS

Allen, Merritt P.
East of Astoria
Longmans, 1956 (Gr. 7-8)

Anderson, Row
Portugee Philips and the Fighting
Sioux
Row, Peterson, 1960 (Gr. 4-6)

Bailey, Bernadine
Picture Book of South Dakota
Whitman, 1960 (Gr. 5-7)

Baldwin, Clara
Timber from Terry Forks
Abingdon, 1956 (Gr. 4-6)

Bealer, Alex
Picture-Skin Story
 Holiday House, 1962 (Gr. 3-5)

Bleeker, Sonia
Horsemen of the Western Plains
 Morrow, 1962 (Gr. 4-6)

Bleeker, Sonia
Sioux Indians
 Morrow, 1962 (Gr. 6-8)

Bosworth, Allen
Ladd of the Lone Star
 American, 1952 (Gr. 6-8)

Bronson, Lynn (pseud.)
Coyote Kid
 Lippincott, 1951 (Gr. 6-8)

Buck, Vivian (pseud.)
Hoofbeats on the Trail
 Doubleday, 1950 (Gr. 6-8)

Buehr, Walter
Bread, the Staff of Life
 Morrow, 1959 (Gr. 4-6)

Butler, Roger
Let's Go to an Oil Refinery
 Putnam, 1961 (Gr. 4-6)

Calhoun, Mary
Cowboy Cal and the Outlaw
 Morrow, 1961 (Gr. 4-6)

Chandler, Edna
Cowboy Sam and the Indians
 Benefic, 1954 (Gr. 3-5)

Christensen, Gardell
Buffalo Kill
 Nelson, 1959 (Gr. 6-8)

Cordts, Anna D.
Tommy O'Toole and the Forest Fire
 Beckley, 1958 (Gr. 3-5)

Disney, Walt
Vanishing Prairie
 Singer, 1958 (Gr. 4-6)

Field, Elsie K.
Prairie Winter
 Lothrop, 1959 (Gr. 4-6)

Goetz, Delia
Grasslands
 Morrow, 1959 (Gr. 4-6)

Graham, Edward H.
Water for America
 Walck, 1956 (Gr. 6-8)

Grant, Bruce
Pancho, a Dog of the Plains
 Whitman, 1958 (Gr. 5-7)

Gustafson, Anne
Shad of the Circle "C" Ranch
 Benefic, 1958 (Gr. 2-4)

Hays, Wilma
Little Lone Coyote
 Little, Brown, 1961 (Gr. 3-5)

Heck, Bessie H.
Millie
 World, 1961 (Gr. 4-6)

Henry, Will (pseud.)
Texas Rangers
 Random House, 1957 (Gr. 6-8)

Hitte, Kathryn
Hurricanes, Tornadoes, and Blizzards
 Random House, 1960 (Gr. 4-6)

Hoff, Carol
Head of the West
 Follett, 1957 (Gr. 5-7)

Hoff, Carol
Johnny Texas
 Wilcox, 1950 (Gr. 5-7)

Hofsinde, Robert
Indian Sign Language
 Morrow, 1956 (Gr. 4-6)

Holt, Jack
Lance and Cowboy Billy
 Hale, 1950 (Gr. 3-5)

Hood, Flora M.
Something for the Medicine Man
Melmont, 1962 (Gr. 3-5)

Israel, Marion M.
Cherokees
Melmont, 1961 (Gr. 4-6)

La Grand (pseud.)
Why Cowboys Sing in Texas
Abingdon, 1950 (Gr. 3-5)

Marsh, Roy S.
Rusty
Macrae, 1961 (Gr. 6-8)

Montgomery, Rutherford
Hill Ranch
Doubleday, 1957 (Gr. 5-7)

Rowland, Florence W.
Juddie
Oxford, 1958 (Gr. 5-7)

Rubicam, Harry C.
Men at Work in the Great Plains States
Putnam, 1961 (Gr. 5-7)

Rushmore, Ellen
Cowboy Joe of the Circle "S"
Harcourt, Brace, 1950 (Gr. 4-6)

Sondergaard, Arenson
My First Geography of the Americas
Little, 1956 (Gr. 5-7)

Tor, Regina
Getting to Know Canada
Coward, 1956 (Gr. 5-6)

Tousey, Sanford
Horseman Hal
Doubleday, 1950 (Gr. 4-6)

Wilson, Leon
This Boy Cody and His Friends
Watts, 1952 (Gr. 5-7)

Wood, Frances E.
Panoramic Plains
Children's Press, 1962 (Gr. 4-6)

LIBRARY BOOKS FOR RELATED REGIONS

Garther, Marion
Understanding Argentina
Laidlaw, 1962

Henberger, Richard L.
Royal Canadian Mounted Police
Random House, 1953 (Gr. 6-8)

Kalnay, Francis
Chucaro, Wild Pony of the Pampas
Harcourt, Brace, 1958 (Gr. 6-8)

Obligado, George
Gaacho Boy
Viking, 1961 (Gr. 5-7)

Van Stockum, Hilda
Canadian Summer
Hale, 1948 (Gr. 5-7)

FILMS

The American Cowboy
30 min. color X-A-203

American Frontier
(Oil in North Dakota)
29 min. b&w X-A-155

Argentina: People of the Pampas
16 min. color X-A-29

Australia
11 min. b&w X-A-102

Bread
11 min. b&w X-B-20

Bread Making
11 min. color X-B-71

Canada: The Prairie Provinces
16 min. b&w X-C-143

Cattle Drive
10 min. b&w X-C-90

The Cattleman
11 min. b&w X-C-12

China: The Land and the People
14 min. b&w X-C-121

Conservation of Natural Resources
11 min. b&w X-C-10

Horsemen of the Pampas (Argentina)
20 min. b&w X-A-97

Indians of the Plains: Life in the Past
10 min. color X-I-63

Indians of the Plains: Present Day Life
10 min. color X-L-62

Life in the Grasslands (North America)
10 min. color X-L-74

Life on a Sheep Ranch
10 min. b&w X-L-86

Meat--from Range to Market
11 min. b&w X-M-183

Meet the Sioux Indian
10 min. color X-M-117

News Magazine of the Screen, December, 1953 (Australia)
20 min. b&w X-N-94

News Magazine of the Screen, December, 1955 (Oil in North Dakota)
20 min. b&w X-9-133

The Northwestern States
11 min. b&w X-N-9

Oklahoma and Its Natural Resources
26 min. b&w X-N-9

Peiping Family
20 min. b&w X-P-72

People of Western China
11 min. b&w X-C-21

Petroleum and Its Uses
42 min. b&w X-P-31

The Pipeline
21 min. color X-P-45

Prairie Provinces of Canada
11 min. b&w X-C-4

Seeds of Destruction (Conservation)
10 min. color X-S-72

Sheep Ranch Country-Southeastern Australia
20 min. b&w X-A-98

The Shepherd and His Sheep
11 min. color X-S-187

The Southwestern States
11 min. b&w X-S-15

Story of Petroleum
11 min. b&w X-P-17

Sulphur
20 min. color X-S-31

Tornado
13 min. b&w X-T-104

Treasures of the Earth
11 min. color X-T-105

Truck Farmer
11 min. b&w X-F-11

A Visit with Cowboys
10 min. b&w X-V-9

Water Cycle
10 min. b&w X-W-33

Water for Dry Lands (U.S.A.) Southwest
20 min. b&w X-S-96

The Wheat Farmer
13 min. color X-W-5

Wool
11 min. b&w X-W-35

Yours Is the Land
20 min. color X-Y-12

FILMSTRIPS

Adventures with Early American Indians

(2234) color
"Indians of the Plains"
Society for Visual Education, Inc.

American History Series

(2238) b&w
"Pioneers of the Plains"
Encyclopaedia Britannica Films, Inc.

American Indian Cultures

(2240) color
"Boyhood of Lone Raven" (Plains Indian I)
"Manhood of Little Coyote" (Plains Indian II)
Encyclopaedia Britannica Films, Inc.

Canada's Atlantic Region Series

(2232) color
"Grain Farming in Prairie Provinces"
"Farmers Solve a Problem"
"Oil from the Prairie"
Curriculum Films

Children of Latin America

(2340) color
"Vacation on the Pampas"
"Life in Argentina"
Young America Films, Inc.

The Earth and Its Peoples: Group IIIA

(2190) b&w
"Sheep Ranch Country" (Southeastern Australia)
United World Films, Inc.

How the Indians Lived

(2268) color
"Plains Indians" (Dakota)
The Jam Handy Organization

Indians of the Plains

(2274) color
"Clothing"
"Food"
"Shelter"
"Arts and Crafts"
"Customs"
Young America Films, Inc.

Living in the Soviet Union Today

(2388) color
"Agriculture Activities in Soviet Union"
"Foods, Markets, and Stores in Soviet Union"
"Transportation and Communication in Soviet Union"
Society for Visual Education

Our Friends, the American Indians

(2284) color
"The Indians of the Western Plains"
"Pueblo Indians of the Southwest"
Popular Science Publishing Co.

Our National Parks

(2310) color
"Why We Have National Parks"
"Our National Park Service"
Curriculum Films

South America--Along the Andes

(2368) color
Encyclopaedia Britannica Films, Inc.

South America--Eastern and Southern Lands

(2370) color
"Farmers of Argentina"
"Ranch and City in Uruguay"
Encyclopaedia Britannica Films, Inc.

Then and Now in the United States

(2318) color
"Then and Now in Texas"
"Then and Now in the Great Plains"
Encyclopaedia Britannica Films, Inc.

The Union of Soviet Socialist Republics

(2406) color
"Education and Recreation"
"Transportation and Communication"
"Moscow"
"Other Important Cities"
"More Important Cities"
Eye Gate House, Inc.

The United States-Its Geography Series

(2322) color
"Middle West-Its Geography"
"The Southwest-Its Geography"
Popular Science Publishing Co.

United States Regional Geography

(2326) color

"The Central Plains"

"The Great Plains"

Young America Films, Inc.

The World and Its Peoples-Group IIB

(2188) b&w

"Horseman of the Pampas" (Argentina)

United World Films, Inc.

MUSIC

American Singer (Grade Five)

"The Texas Trail" p. 46

Music for Young Americans

"The Strawberry Roan" p. 6

"Texas Cowboy" p. 8

Proudly We Sing (Grade Eight)

"Pecos Bill" p. 77

This Is Music (Book Five)

"Sweet Betsy from Pike" p. 126

"Whoopee Ti-Yi-Yo" p. 133

POETRY

Time for Poetry

"Texas Trains and Trails" by

Mary Austin p. 79

"Open Range" by Kathryn and Byron

Jackson p. 30

"Wander-Thirst" by Gerald Gould

p. 90

GRADE 4

UNIT VII

THE WESTERN MOUNTAIN AND PLATEAU REGION
 (Arizona, Colorado, Idaho, Montana,
 Nevada, New Mexico, Utah, Wyoming)

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
<u>Information and Knowledge</u>	
The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.	
<u>Understandings</u>	A. Description of the region
The pupil should understand that:	High, rough land
Temperature and rainfall are influenced by ranges of high mountains.	Rocky Mountains
Late settlement and lack of arable land are factors related to the density of population in an area.	Continental Divide
A region that primarily produces raw materials or a surplus of one product is dependent upon other regions for markets and finished products.	Great Basin
Mountain lands may be used as grazing lands or, with improvements in transportation, as newly accessible vacation areas.	Climate and weather
People may use technology and engineering skill to develop or improve the region in which they live or exploit its resources.	River systems
A region of young mountains has a much rougher terrain, with deep canyons and steep ascents, than a region of old mountains.	Deserts
	Scenic wonders
	B. Use and conservation of natural resources
	Grazing lands
	Farming
	Mining and oil industries
	Recreation
	Conservation
	Mountain drainage
	Irrigation
	Flood control
	Power development
	C. The people of the region
	Sparse population
	Cities of the region
	Denver
	Salt Lake
	Phoenix
	Albuquerque

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

*Locate the western mountain region on the map. Contrast the color of the region on a physical map with that of the middle western region and the southern region. Discuss the difference in the appearance of terrain the colors designate.

***Draw a cross-section view of the United States along the fortieth parallel, showing the difference in altitude from the Rocky Mountains to the Atlantic Ocean.

Name and locate on the map the states in the western mountain region. Trace the boundaries of these states on a markable map.

Locate on the map the Rocky Mountains, the Great Basin, and the Colorado Plateau. Compare the western mountain region with that of the plains; point out where plains are to be found in the western mountain states. Locate the desert region.

Study relief maps to note the surface features. Compare the height of the mountains in the West with those in the East of the United States and discuss, on the basis of height, extent, and transportation, which ranges were greater barriers to movement of people and goods.

***Locate the Continental Divide. By placing tissue or crepe paper of different colors on the desk, show how mountain ranges are formed. Push the paper together from the ends to illustrate the formation of ridges.

Read or listen to selections from The First Book of Mountains to find how mountain ranges are formed by the earth's crust.

***Tell what geologists and geographers mean when they talk about "young" and "old" mountains. Describe the visible differences between the two types.

Participate in a group project, planning and executing a table-sized model of the western mountain region to be used to illustrate surface features, such as a peak, plateau, canyon, mesa, river, and desert. Save the model to add such features as a ranch, dam, reservoir, and mine which might be studied during the course of the unit.

*Trace the course of the rivers in the region to locate the direction and the bodies of water into which they flow.

Use the physical map to trace and describe the difference between rivers in the middle western and eastern regions and those of the western mountain region.

For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
New settlers with greater knowledge of technology and better tools can make fuller use of a region and its natural resources than its aboriginal inhabitants with a less advanced civilization.	Rural areas Ethnic origins
A region lacking in good agricultural lands may possess immense stores of mineral resources.	D. Related study of a similar region in another part of the world (Switzerland, Peru, Bolivia, Colombia, Ecuador, Ethiopia, New Zealand)
<u>Skills</u>	Description of the region Use and conservation of natural resources People of the region
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	
In developing map skills, the pupil should:	
use the map legend to locate highest mountains and peaks	
trace rivers from their source to note the Continental Divide	
locate the Great Basin	
consider altitude and latitude as affecting the climate of a given place.	
In developing language skills, the pupil should:	
become familiar with the words of foreign origin assimilated by English in relation to place names in our West	
become acquainted with book lists and bibliographies as guides to good reading.	

Bring to class postcards or pictures from magazines and newspapers of the deserts, ranges, peaks, or canyons of the region. Examine these with the class and compare the landscape in the picture with its representation on the physical map.

View the filmstrips "Dry Lands of the West-Northern Section" and "Dry Lands of the West-Southern Section" from the series The West. Locate on the map the regions and types of terrain which are shown in the filmstrips.

*View the filmstrip "The Western United States—Its Geography" from the series The United States—Its Geography. Locate on the map the places and types of terrain shown in the filmstrip.

Study a map showing the annual precipitation of the western mountain region. Locate the sections with the least and those with the most annual precipitation. Check to see what difference in terrain has to do with the location of the driest and wettest section.

***Trace on onion skin, tracing paper, or acetate, three maps of the western mountain region with the state boundaries. Color the area with the shortest growing season yellow; the longest growing season red; on the second tracing, color the driest section blue, the wettest section yellow. On the third, locate the chief population centers of the region by placing dots in the appropriate location. Overlay the three tracings and explain what can be deduced about the relation of climate and rainfall to population distribution in the region. Pick out the obviously desirable agricultural sections, keeping in mind terrain features.

Explain how the vegetation of some mountain states is especially adapted to a dry climate.

Participate in a group project of writing letters to the governments of each of the states of the region and to the National Parks Service asking for booklets and pictures giving information on people, places, products, and scenic wonders of each. Use the materials received as a class resource library.

Read or listen to the story Rocks, Rivers, and the Changing Earth by Herman Schneider to find out how rivers have helped form the famous canyons of the West and tell how powerful even a small river can be in changing the earth's surface.

Share with the class the experience of a visit to the western mountain regions and include descriptions of terrain, scenic wonders, wildlife, and plantlife seen in the course of the trip.

***Assume the role of a guide leading a group of tourists through Bryce Canyon, Carlsbad Caverns, Zion National Park, Garden of the Gods, Painted Desert, or Grand Canyon. Point out the many wonders of nature and explain their origin.

**BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES AND APPRECIATIONS**

CONTENT

In developing social skills, the pupil should:

increase ability to work independently and with groups in classroom projects

share personal interests, ideas, and observations with others.

Attitudes and Appreciations

The pupil should:

exhibit a personal interest in the national welfare and natural wealth of our country

appreciate the value of travel and natural beauty.

B. Use and Conservation of Natural Resources

Study a land use map of the United States. Locate the areas in the western mountain region which are used for farming and those which are used for grazing. Explain why more of the land is devoted to grazing than to farming. Use the map, facts of the growing seasons, precipitation, and the methods of irrigation to corroborate this explanation.

*Discuss the difference in grazing habits and needs between sheep and cattle.

Assume the role of a cattle rancher, telling why he did not want sheep grazing on lands where his cattle grazed. Tell why he felt sheep should graze on drier lands than his cattle needed.

Assume the role of a sheep rancher, describing his work during the year with his herd and dog. Include a description of when, how, where, and why he moves his herd up to the mountains or a national forest and when he brings it down. Tell why he feels that it is better for all that the government has exerted greater control over the use of public lands used for grazing.

Prepare a display illustrating the life and work of a sheep rancher and the products derived from raising sheep.

Compare the work and products connected with the cattle and the sheep raising industries.

*List the clothing, tools, and other items he uses in eating, working, and living which are manufactured from parts of the cattle or sheep raised in the western mountain states.

List the different crops that are raised, by means of irrigation, in the warm, dry lands of New Mexico and Arizona.

View the films Irrigation Farming and Water for Dry Lands. Discuss the methods and effects of irrigation upon the agriculture and productivity of an arid region. Locate, on the map, areas and bodies of water shown in the films.

***Compare the agricultural and ranching productivity of the western mountain region with that of Illinois. Note similarities and differences and quantity produced. Point out any products which might be sent to Illinois for use or further processing.

Locate, on a land use map, the areas of the western mountain region which are given over to mining or petroleum production. List the various minerals which are mined in these areas.

***Discuss different methods of mining and compare open-pit and shaft mining. Compare mining methods with oil-drilling methods.

***Read about the atomic tests carried on near Los Alamos. Discuss the reasons scientists chose this place for their experiments.

Bring to class pictures from newspapers or magazines about the White Sands Proving Ground for missile testing. Study the landscape and the map to explain why the government chose this location for working with atomic blasts.

Discuss reasons why some of the minerals mined in the western mountain region are more valuable in some ways than the gold and silver the early miners prospected for. Explain how this fact proves that some things gain value only as technology or science develops uses for them.

*Locate on a map the dams and reservoirs built in the western mountain region. Discuss the value of the dams and reservoirs both as water conservation and power supply projects.

***Construct a model dam to demonstrate the relationship of water and soil conservation. Show the interrelationship of these factors to trees and wildlife by means of pictures cut from magazines and newspapers.

*List the different uses that might be made of power derived from dams in the mountain regions; include household as well as industrial uses.

Participate in a group project planning a series of conservation posters with pictures and short, pointed phrases or slogans pointing up the need and value of conserving water, resources, plant life, and animal life.

Assemble pictures of animal and plant life in the Rocky Mountains. Make a bulletin board display for the pictures. Make clay models of the animals, birds, and trees, and display them on a table near the bulletin board.

C. The People of the Region

Use a population map of the United States to compare the sparse population of the western mountain states with the concentration of population in the eastern half of the United States. List the difference in physical features, rainfall, climate, soil, and conditions in the earlier days in our country to explain the scarcity of people in the western mountain region.

*Locate the four large cities of the region. Note their location in respect to water. Contrast the body of water on which Salt Lake City is located with the rivers on which the other three are located. Note the proximity of Salt Lake City and Phoenix to deserts.

Participate in a group project planning a bulletin board display on the cities of the western mountain region. Include pictures of Denver, Salt Lake City, Albuquerque, and Phoenix which show the buildings and natural features of the cities. Include a brief note for each picture. Find and make a brief written note on the altitude, age, products, climate, and background of each of the cities.

Use the physical map to determine which of the cities of the western mountain region is highest above sea level and which is closest to sea level. (Denver, 5,280 feet; Albuquerque, 4,950; Salt Lake City, 4,390; and Phoenix, 1,090).

Discuss some of the civic problems confronting people living in cities at a high altitude, such as water supply and snow clearance in winter. Include a discussion of the effect of altitude on breathing and health.

***Locate information on the health of Indians living in the high altitudes of Peru, Bolivia, and Ecuador.

Participate with a group in planning a class tour from Chicago to the western mountain region, which will take in a circular trip of the four largest cities of the region. Use the physical map and scale of miles to figure distances if driving from Chicago to each city on the trip. Include as many state capitals and national parks as possible on the itinerary. Plan the trip so as not to have to retrace very much of the route on the return trip.

List the products which might be sent from the four large cities of the western mountain region to Chicago and other cities in the eastern half of the United States. List products or materials which the four cities might have to get from other regions to the east of them.

Find pictures of some of the old "ghost" mining towns of the mountain states and bring them to class for group study. Discuss some of the reasons the inhabitants deserted these towns.

Study pictures of modern rural communities in the region and compare them with communities of the same type in the Middle West. Discuss the difference in appearance or structures one might expect to find in a cattle town, a mining town, a farm town in an irrigated area, and a resort town, such as Las Vegas.

***Find pictures of the various Indian villages or settlements in the western mountain region. Find out about the ways of living and working among the Navajo, Hopi, Cheyenne, and Shoshone Indians.

Share with the class the experience of a visit to an Indian reservation and describe the homes, dress, utensils, and customs of the Indians.

Discuss the ways in which the culture of the American Indian still differs from that of the other Americans living in the region.

View the filmstrips "Southwest Indians (Hopi)" and "Southwest Indians (Navajo)" from the series How the Indians Lived or the entire series Indians of the Southwest to note how the earliest Americans of the region lived and adapted their way of life to their natural environment. Compare their way of life with that of other Americans living in the region today.

***View the filmstrip "Life in Old Santa Fe" from the series Life in Early America to see how the original settlers from Spain and Mexico tried to adapt their European culture and the Indian culture to a way of life in the old Southwest. Locate on the map Santa Fe and other Spanish-Mexican mission settlements.

D. Related Study of a Similar Region in Another Part of the World
(Depending upon the interests and abilities of the individual class, one or several of the suggested regions might be studied.)

View the filmstrips on Peru, Bolivia, Colombia, or Ecuador in the series The Republics of South America-The Andean Nations; "Mountain Farmers of Colombia," "Along the Equator in Ecuador," "Inca Lands in Peru," or "The Highland People of Bolivia" from the series South America along the Andes; or "Mountain Farmers (Switzerland)" from the series The Earth and Its Peoples: Group I. Compare the people, topography, daily living, and products of the region under study with those of the western mountain region, looking for similarities and differences.

*Locate the region under study on the map. Compare its topography with that of the western mountain region. Locate the highest mountain peaks in the region and compare their heights with those in the western mountain region.

Compare the latitude and longitude of the region with that of the western mountain region to note their respective distances from the equator. Discuss the effect of altitude upon climate even along the equator.

Find out about the type of climate and length of growing season in the region. Tell what other geographic factors, such as rainfall, altitude, and distance from the ocean, might make it similar to or more varied in climate from the western mountain region of the United States.

Discuss the topography, climate, rainfall, growing season, some of the products, activities, and agriculture that might be found in the region.

*Locate on the map any rivers or river systems or bodies of water in the region under study. Locate any man-made dams or reservoirs similar to those built in the western mountain region of the United States.

Participate in a group project, developing a bulletin board or table display indicating similarities and differences between the region under study and the western mountain region. Include pictures, drawings, or models, as well as brief written descriptions of such topics as soil, climate, terrain, growing season, herding, mining, resorts, latitude, altitude, area, population, and products. Make models of the people and their homes, costumes, and customs.

Check the population of the region under study and compare its density to that of our western mountain region. Explain any significant difference that might be determined by geography.

***Locate any large urban areas within the region. Find out what types of work or products are to be found there.**

Discuss the effect of the mountains and altitude upon the work and ways of living of the people within the region. Decide whether the mountains have enabled the people to develop better ways of living in the course of time or have interfered with their acquisition of newer methods and ideas.

Collect and bring to class pictures of farmers, herders, miners, or other workers living in the region. Analyze the pictures, looking for evidence of the ways in which the people of the region have tried to improve or exploit the resources or living conditions of the region. Compare tools, buildings, or equipment seen with those used in similar areas of the United States.

Compare roads and transportation facilities with those in the western mountain region of the United States.

*****Compare methods and types of herding, irrigation, soil conservation, mineral extraction, transportation and communication, and methods of providing for basic needs of food, clothing, and shelter within the region under study with those of the United States.**

Find out about family life and schools in the region under study. List some of the things that all people, whether in an advanced modern country or one that is still fairly primitive, need and desire for themselves and their children and state how they seek these goals. Include such things as affection, respect, happiness, beauty, and accomplishment.

Discuss and secure, if possible, some samples of the language and writing of the region under study.

Participate in a group project, writing to the consulate of the country in which the region under study is located, to ask for booklets or pictures about the people, products, and topography of the region. Share these as a reference library with the class.

*****Find out the different languages spoken in Switzerland and find out whether there are people of different ethnic backgrounds living within the region under study. Discuss the reasons why, in the case of a region in South America, the official language of the country is Spanish although the majority of people are Indian.**

Compare, in the case of a South American region, the role of the native Indians there with the role of the native Indians in our present western mountain states.

***Discuss the ways the people in the region under study conserve their soil, water, and natural resources, the ways in which they add to them or try to get the most out of them.**

Assume the role of a native of the region, conducting Americans from the western mountain region on a tour of the region, and pointing out the natural wonders, the resources, and problems of his region.

*Locate on a map the countries bordering upon the region under study. Use the scale of miles to measure the distance between the large cities of the region and the large cities or seaports of adjoining countries.

***Use the globe to explain why, in the case of New Zealand or another region south of the equator, the seasons might be just the opposite of those in the United States. Include the relation of the earth to the sun and the inclination of the earth on its axis.

Compare the region under study with the western mountain region to note whether there is greater or less variation in topography from lowlands to highlands.

Tell how the region under study contributes to the economy of the country as a whole and how it figures in world trade and commerce.

***Discuss, and locate on a map, other regions of the world with which the region under study might trade.

*Use the map legend to locate the national capital of the country in which is located the region under study. If possible, find pictures of that city and its government buildings to share with the class.

Work with the school teacher-librarian to collect for room use any books in the school library that deal with people, places, or sights in the region.

*Plan and execute a mural comparing the people and ways of living of the region with those of the United States.

Use the scale of miles on the map to measure the traveling distance by land and by water from Chicago, New York, and New Orleans to the chief cities of the region under study. Measure the same distances by the great circle air route.

*Name and point out on the map the countries and bodies of water through which one would travel to reach the region under study.

Participate in a discussion on just how closely the region under study is similar to the western mountain region and just how it differs in any marked way.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
The United States and Canada
 (Silver Burdett) pp. 181-211

Borchert and McGuigan
Many Lands
 (Rand, McNally) pp. 147-62 Switzerland

Borchert and McGuigan
The Geography of the New World
 (Rand, McNally) pp. 267-83
 pp. 401-16
 South American
 Mountains

Cutright and Clark
Living Together around the World
 (Macmillan) pp. 174-79
 Switzerland

Drummond and Sloan
A Journey through Many Lands
 (Allyn and Bacon) pp. 145-55
 Switzerland

Drummond
Journeys through the Americas
 (Allyn and Bacon) pp. 172-215

Goetz
At Home around the World
 (Ginn) pp. 29-60
 Ecuador

Gross, et al.
Exploring Near and Far
 (Follett)

Thurston, et al.
Homelands of the Americas
 (Iroquois) pp. 281-45
 pp. 402-409
 Colombia
 pp. 409-25
 Ecuador, Peru,
 and Bolivia

Whittemore
The United States and Canada
 (Ginn) pp. 71-116 passim.

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
 (Silver Burdett) pp. 181-211
 pp. 313-32 Columbia,
 Ecuador, Peru, and
 Bolivia

Hanna, et al.
In All Our States
 (Scott, Foresman) pp. 164-205

Smith and Sorenson
Neighbors in the United States and
Canada
 (Winston) pp. 160-223 passim.

LIBRARY BOOKS

Anderson, Anita M.
Wild Bill Hickock
 Row, Peterson, 1960 (Gr. 4-6)

Bailey, Bernadine
Picture Book of Montana
 Whitman, 1961 (Gr. 5-7)

Bailey, Bernadine
Picture Book of Nevada
 Whitman, 1961 (Gr. 5-7)

Bailey, Bernadine
Picture Book of New Mexico
 Whitman, 1960 (Gr. 5-7)

Beim, Jerrold
Eric on the Desert
 Morrow, 1953 (Gr. 3-5)

Benary-Isbert, Margot
Shooting Star
 Harcourt, Brace, 1954 (Gr. 4-6)

Bialk, Elisa
Tizz Is a Cow Pony
 Children's, 1961 (Gr. 4-6)

Bishop, Claire H.
All Alone
Viking, 1953 (Gr. 5-7)

Blanton, Catherine
Gold Penny
Day, 1957 (Gr. 5-7)

Bleeker, Sonia
Nava jo
Morrow, 1958 (Gr. 4-6)

Bleeker, Sonia
Pueblo Indians
Morrow, 1955 (Gr. 5-7)

Bloch, Marie H.
House on Third High
Coward, 1962 (Gr. 4-6)

Blough, Glenn
Lookout for the Forest
McGraw, 1955 (Gr. 3-8)

Buehr, Walter
Underground Riches—the Story of Mining
Morrow, 1958 (Gr. 5-7)

Clark, Ann N.
Desert People
Viking Press, 1962 (Gr. 3-5)

Clark, Ann N.
Looking-for-Something
Hale, 1952 (Gr. 3-5)

Cleveland, Libra J.
High Country
Children's, 1962 (Gr. 5-7)

Colby, Carroll B.
Tall Timber
Coward, 1955 (Gr. 5-8)

Disney, Walt
Bear Country
Singer, 1958 (Gr. 4-6)

Disney, Walt
Living Desert
Simon, 1954 (Gr. 4-6)

Epstein, Samuel
All about the Desert
Random House, 1957 (Gr. 5-7)

Fea, Henry R.
Adventure in the Sierras
Ginn, 1959 (Gr. 4-6)

Fenton, Carroll L.
Wild Folk in the Desert
Day, 1958 (Gr. 5-7)

Floethe, Louise L.
Indian and His Pueblo
Scribner's, 1960 (Gr. 3-5)

Frazier, Neta L.
One Long Picnic
McKay, 1962 (Gr. 5-7)

Goetz, Delia
Deserts
Morrow, 1956 (Gr. 4-6)

Henry, Marguerite
Brighty of the Grand Canyon
Rand, McNally, 1953 (Gr. 6-8)

James, Harry C.
Day in Oraibi, a Hopi Indian Village
Melmont, 1959 (Gr. 3-5)

Life In America Library
Life In America: West
Informative Classroom Pictures

Lobsenz, Norman
First Book of National Parks
Watts, 1959 (Gr. 6-8)

Markun, Patricia M.
First Book of Mining
Watts, 1959 (Gr. 6-8)

McCracken, Harold
The Biggest Bear on Earth
Lippincott, 1943 (Gr. 6-8)

Melba, I.
Our Country's National Parks
Bobbs-Merrill, 1950 (Gr. 6-8)

Moyers, John W.
Famous Indian Tribes
 Random House, 1954 (Gr. 4-6)

Neff, Priscilla H.
Little Miss Callie
 Longmans, 1955 (Gr. 5-7)

Norling, Josephine
Pogo's Mining Trip
 Holt, 1945 (Gr. 3-5)

Posell, Elsa
True Book of Deserts
 Children's, 1960 (Gr. 2-4)

Rambeau, John and Nancy
Jim Forest and the Flood
 Viking, 1959 (Gr. 3)

Rounds, Glen
Whitey Takes a Trip
 Holiday, 1954 (Gr. 4-6)

Rountree, Lester
Little Turkey
 Viking, 1955 (Gr. 5-7)

Rushmore, Helen
Cowboy Joe of the Circle "S"
 Harcourt, Brace, 1950 (Gr. 4-6)

Schneider, Herman
Rocks, Rivers, and the Changing Earth
 Scott, Foresman, 1952 (Gr. 5-7)

Shannon, Terry
Desert Dwellers
 Whitman, 1958 (Gr. 3-5)

Sperry, Armstrong
Thunder Country
 Hale, 1952 (Gr. 6-8)

Tousey, Sanford
Horseman Hal
 Doubleday, 1950 (Gr. 4-6)

Wilson, Leon
This Boy Cody and His Friends
 Watts, 1952 (Gr. 5-7)

LIBRARY BOOKS FOR RELATED REGIONS

Bannon, Laura
Nemo Meets the Emperor (Ethiopia)
 Whitman, 1957 (Gr. 3-5)

Bleeker, Sonia
Inca, Indians of the Andes
 Morrow, 1960 (Gr. 6-8)

Caldwell, John C.
Let's Visit Colombia
 Day, 1962 (Gr. 6-8)

Caldwell, John C.
Let's Visit Peru
 Day, 1962 (Gr. 6-8)

Caldwell, John C.
Our Neighbors in Peru
 Day, 1962 (Gr. 3-5)

Clark, Ann N.
Secret of the Andes
 Viking, 1952 (Gr. 6-8)

Comfort, Mildred H.
Alpine Paths
 Beckley, 1953 (Gr. 4-6)

D'Aulaire, Ingri
Magic Meadow (Switzerland)
 Doubleday, 1958 (Gr. 3-5)

Fideler, Raymond E.
South America
 Fideler, 1962 (Gr. 5-7)

Gartler, Marion
Understanding Ethiopia
 Laidlaw, 1962 (Gr. 6-8)

Gramatky, Hardie
Bolivar
 Putnam, 1961 (Gr. 3-4)

Hoffman, George W.
Life in Europe: Switzerland
 Fideler, 1961 (Gr. 5-7)

Jupo, Frank J.
Hinkledink! (Switzerland)
 Macmillan, 1955 (Gr. 4-6)

Malkus, Alida
Young Inca Prince
Knopf, 1957 (Gr. 7-8)

Meier, Mariann
Young Traveler in Switzerland
Dutton, 1954 (Gr. 6-8)

FILMS

Apache Indians
10 min. color X-A-35

Arteries of Life
10 min. color X-A-101

Blooming Desert
11 min. color X-B-34

Bryce Canyon
10 min. color X-B-83

Canyon Country
13 min. color X-C-140

Colombia and Venezuela
11 min. b&w X-C-15

The Colorado River
18 min. color X-C-112

Flowering Desert
10 min. color X-F-132

Forest Conservation
11 min. color X-F-89

Herds West
12 min. color X-H-91

Highlands of the Andes (Peru)
20 min. b&w X-P-54

Hopi Indians
10 min. color X-H-63

Idaho and Its Natural Resources
30 min. color X-I-69

Irrigation
10 min. b&w X-I-76

Irrigation Farming
11 min. b&w X-I-76

Lead—From Mine to Metal
28 min. color X-L-10

Life in the Desert (North America)
11 min. color X-L-72

Life on a Sheep Ranch
10 min. b&w X-L-86

Lima, Peru
10 min. color X-L-89

Monument Valley
18 min. color X-M-189

Mountain Building
11 min. b&w X-M-3

Navajo Children
11 min. b&w X-I-6

The Navajo Indians
11 min. color X-N-55

Nevada and Its Resources
31 min. color X-N-24

News Magazine of the Screen, March, 1954 (Irrigation in Arizona)
20 min. b&w X-N-97

The Northwestern States
11 min. b&w X-N-9

Peru
11 min. b&w X-P-13

The Pipeline
21 min. color X-P-45

Pueblo Boy
20 min. color X-P-128

Republic of Colombia
10 min. color X-R-53

The Southwestern States
11 min. b&w X-S-15

Story of Copper

34 min. color X-C-30

Sugar, U.S.A. (Sugar Beets)

28 min. color X-S-179

A Visit with Cowboys

10 min. b&w X-V-9

Water for Dry Lands, U.S.A., the Southwest

20 min. b&w X-S-96

Water Power

11 min. b&w X-W-4

What Makes a Desert

10 min. b&w X-W-52

Wool

11 min. b&w X-W-35

Wyoming Adventure

25 min. color X-W-100

Yellowstone

20 min. color X-Y-24

FILMSTRIPS

Boys and Girls of Many Lands, Set I

(2170) color

"Anthony and Maria of Switzerland"

SVE

Children of Early America-Set 2

(2246) color

"Wagons to the West"

"Santa Fe Trail, 1834"

Young America Films, Inc.

Children of Latin America

(2340) color

"Life in Peru-Market"

Day at Cusco"

Young America Films, Inc.

Early Western Series

(2258) b&w

"Gold Mining"

"Gold Prospecting"

"Hide Curing"

Pat Dowling Pictures

The Earth and Its Peoples: Group IIA

(2186) b&w

"Water for Dry Land (U.S.A. - The Southwest)"

United World Films, Inc.

The Earth and Its Peoples: Group IIB

(2188) b&w

"Highlands of the Andes" (Peru)

United World Films, Inc.

Far Western States

(2292) color

"Natural Environment"

"People and Their History"

"Agriculture"

"Industry"

"Commerce"

"Life and Culture"

Encyclopaedia Britannica Films, Inc.

Home Life in European Lands

(2380) color

"Home Life in Switzerland"

Popular Science Pub. Co.

How the Indians Lived

(2268) color

"Southwest Indians" (Hopi)

"Southwest Indians" (Navajo)

Jam Handy Organization

Indians of the Southwest

(2272) color

"Clothing"

"Food"

"Shelter"

"Arts and Crafts"

"Life and Customs"

Young America Films, Inc.

Life in Desert Lands

(2214) b&w

Popular Science Pub. Co.

Life in Early America

(2276) color

"Life in Old Santa Fe"

Encyclopaedia Britannica Films, Inc.

Life in Hot, Dry Countries

(2216) color
 "The Desert"
 "The River"
 "The Water Jug"
 Curriculum Films

Living in Central and Southern Europe

(2384) color
 "Living in Central Europe
 (Austria and Switzerland)"

Our Desert Treasure

(2280) color
 Moody Institute of Science

The Republics of South America--
 The Andean Nations

(2360) color
 "Ecuador--Land on the Equator"
 "Colombia--Gateway to South America"
 "Colombia--People and Occupations"
 "Cities of Colombia"
 "Bolivia--Land in the Sky"
 Eye Gate House, Inc.

South America--Along the Andes

(2368) color
 "Mountain Farmers of Colombia"
 "Highland People of Bolivia"
 "Inca Lands in Peru"
 Encyclopaedia Britannica Films, Inc.

Southwestern States

(2316) color
 "Natural Environment"
 "People and Their History"
 "Agriculture"
 "Industry"
 "Commerce"
 "Life and Culture"
 Encyclopaedia Britannica Films, Inc.

Then and Now in the United States

(2318) color
 "Then and Now in the Rocky Mountains"
 "Then and Now in the Southwest"
 "Then and Now between the Western
 Mountains"
 Encyclopaedia Britannica Films, Inc.

The United States--Its Geography
 Series

(2322) color
 "The Western United States--Its
 Geography"
 Popular Science Pub. Co.

The United States--Its History

(2286) color
 "The Southwest--Its History"
 "The Western United States--Its
 History"
 Popular Science Pub. Co.

The United States--Regional Geo-
 graphy Series

(2324) b&w
 "The Southwestern States"
 "The Northwestern States"
 Encyclopaedia Britannica Films, Inc.

MUSIC

American Singer (Grade Five)

"The Road to Santa Fe" p. 126

Music across Our Country (Grade Four)

Songs listed in the Unit "Rocky
 Mountains" pp. 50-61

New Music Horizons

"The Cowboy" p. 209

This Is Music (Grade Four)

"The Owl of Guadana" p. 25
 "Cowboy's Meditation" p. 32

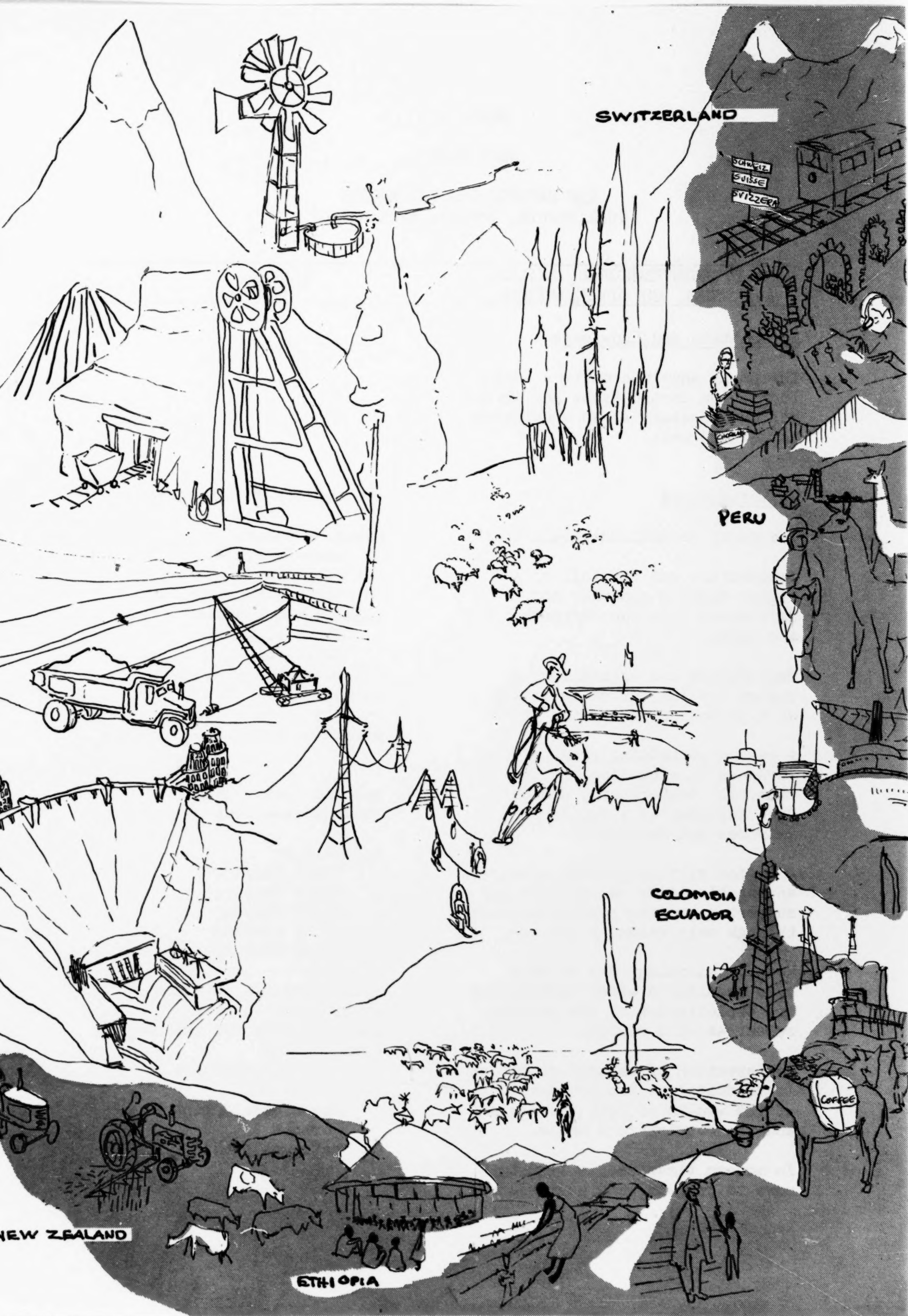
This Is Music (Grade Five)

"Red River Valley" p. 123
 "Wait for the Wagon" p. 125

POETRY

Time for Poetry

"New Mexico" by Polly Chase Boyden
 p. 29
 "The Cowboy's Life" by James Barton
 Adams p. 31
 "Buffalo Dusk" by Carl Sandburg
 p. 33



SWITZERLAND

PERU

COLOMBIA
ECUADOR

NEW ZEALAND

ETHIOPIA

GRADE 4

UNIT VIII

THE PACIFIC COASTAL REGION
(California, Oregon, Washington)

BASIC UNDERSTANDINGS, SKILLS,
ATTITUDES, AND APPRECIATIONS

CONTENT

Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

Temperature and rainfall of a region along a seacoast are influenced by ocean currents and winds.

Temperature and rainfall of a region are influenced by ranges of high mountains located there.

A region containing great differences in elevation, soil, rainfall, temperature, and surface features is a region of extremes and contrasts.

A region rich in natural resources and arable lands can attract and support a growing population even through only recently settled.

Modern technology and science make possible a wider utilization and exploitation of the natural resources of a region.

Conservation of natural resources is essential to the preservation of the wealth of both the region and the country as a whole.

In modern times people tend to move to regions with warm winters.

A. Description of the region

Mountain chains

Sierra Nevada

Coast Range

Cascade Mountains

Climate and weather

The Northwest

California

Waterways and harbors

Farmlands

Deserts

Scenic wonders

B. Use and conservation of natural resources

Agriculture

Fruit farming

Wheat farming

Dairy farming

Truck farming

Stock farming

Forestry

Mining and oil-drilling

Fishing and shipping

Manufacturing and industry

Conservation

Mountain drainage

Irrigation

Power development

Forests

National parks

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Region

*Locate on the map the Pacific coast of the United States and the states of Washington, Oregon, and California. Locate the Coast Range, the Cascade Mountains, and the Sierra Nevada.

Locate the highest peaks in the three Pacific states and contrast their heights with those of the three highest peaks in the states along the eastern coast of the United States.

***Compare and contrast the Mediterranean type climate of California with the climate of Washington and Oregon. Explain the influence of latitude, ocean currents, and mountains on the climate of these two different regions.

Compare the Pacific coast with the Atlantic coast. Use the map legend to describe the differences in topography and shoreline in each region. Explain why from viewing the map one would expect to find fewer seaports on the west coast than on the east coast.

*Trace the course of the chief rivers in the area. Show into which body of water they flow.

Prepare an oral report on the effect which the Sierra Nevada ranges have on precipitation in the eastern part of California and western Nevada.

Make a simple chart or graph comparing the rainfall and temperature in Seattle, San Francisco, Los Angeles, and Chicago for the same period of time. Explain the differences in terms of location, direction of winds, mountains, and other factors.

Locate on the map Puget Sound and San Francisco Bay. Discuss the difference between a sound and a bay.

Locate on the map the chief seaports along the west coast. Explain why San Francisco is considered one of the finest natural harbors in the world. Explain the importance of its location in relation to trade between the United States and the East.

*View the film Water for Dry Lands to learn how man changes his environment in his search for better ways of living.

Locate on the map the desert regions in the Pacific states. Find the lowest level of land in the region and the highest peak.

Ask someone who has visited the region to describe to the class the beauty of the rivers and waterfalls of the region.

For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Through mass investments in industry by small investors it is possible for industry to secure needed capital for development and expansion and for many people to share the risks and profits of private industry.	C. The people of the region
<u>Skills</u>	Growing population
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	Cities of the region
In developing map skills, the pupil should:	Seattle
use the map legend to locate highest points and below-sea-level area of Pacific regions	Tacoma
compare Pacific and Atlantic coast lines	Spokane
trace rivers from source to mouth	Portland
become familiar with sounds and bays	Sacramento
find latitude or distance from equator	Metropolitan areas
trace Pacific ship routes between North America and the East	Los Angeles
become familiar with timberline.	Glendale
In developing language skills, the pupil should:	Pasadena
become familiar with English words of foreign origin and place names	Long Beach
use geographic terms accurately in identifying landscape features.	San Francisco
	Oakland
	Berkeley
	Richmond
	Rural areas
	Ethnic origins
	D. Related study of a similar region in another part of the world
	(Italy, Spain, Greece, New Zealand, Scandinavia, Chile, Coast of North Africa)
	Description of the region
	Use and conservation of
	natural resources
	People of the region

Make an outline map of the Pacific states showing the various land uses in the region. Explain the relation of the use of the land to such factors as altitude, topography, climate, soil, and rainfall.

Use the wall map to explain the meaning of such terms as Pacific Northwest, the East, the South, and Central regions in referring to the various geographic regions of the United States.

Bring to class postcards, travel brochures, or pictures from newspapers and magazines showing the various desert and other scenic regions of the Pacific states. Share these with the class.

Participate in a group project, writing to the state governments of the Pacific states asking for pamphlets, booklets, and information on the products, resources, and scenic places of the region. Use the materials received as a class resource library.

Bring to class highway maps showing the network of highways in the Pacific states. Point out how transportation networks are related to the land forms of a region.

***Use a population map to compare the number of railroad lines and highways to be found in the Pacific states with the number in the eastern and middle western regions. Explain the differences on the basis of topography, population, and "historical age" of the regions compared.

Bring to class pictures of the Sierra Nevada and the Cascade Mountains. Compare their appearance with that of the Rocky Mountains. Explain the origin of the names of the Sierras and the Cascades.

Read or listen to the story Rocks, Rivers, and the Changing Earth by Herman Schneider to discover how rivers have helped form the famous canyons of the West. Select the parts of the story which illustrate how powerful even a small river can be in changing the earth's surface.

B. Use and Conservation of Natural Resources

*View the filmstrips in the series The Northwestern States, The Northwest States, The West, or United States Regional Geography which deal with the economy, industry, agriculture, and conservation of the Pacific coast states.

Compare the methods of wheat farming in eastern Washington and Oregon with those in the plains states. Explain why a farmer follows such different methods in Washington and how his methods illustrate that man adapts his way of living to his natural environment when he cannot change it.

Make an outline map of the Pacific states and place in the appropriate areas pictures or names of the various types of farming carried on there.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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In developing social skills, the pupil should:

participate effectively in groups of various sizes

share materials and special abilities with members of a group project

work effectively on his own.

Attitudes and Appreciations

The pupil should:

appreciate the contribution of earlier settlers and people to the present conditions and progress of the various regions of our country

feel a deep sense of pride in the vastness, greatness, and natural wealth and beauty of our country

recognize the fact that various regions and peoples of the earth share many similar problems, conditions, and contributions to human progress.

List the various types of foods grown on farms in California. Explain why California produces so many different kinds of foods which cannot be produced in other parts of the United States.

***Discuss the effects of modern inventions and methods of refrigeration and transportation upon the fruit and vegetable production in California and the distribution of these products throughout the rest of the United States.

Develop a bulletin board display showing the various types of farming carried on in California, with pictures or packages and wrappers illustrating the various products raised in California. Find out in what other parts of the world such products as dates, grapefruits, oranges, lemons, olives, and grapes are produced in abundance. Tell how the climate of California is suited to the raising of these foods.

***Use reference and library books to prepare a group report on citrus fruit, farming, or wine production in California. Present the report to the class.

Cooperate with the class in drawing up letters to the California Fruit Growers Exchange and the United Fruit Company requesting free and inexpensive materials on the products raised and processed in the Pacific states.

*View the three films California and Its Natural Resources, Oregon and Its Natural Resources, and Washington and Its Natural Resources and note the similarities and differences among these three Pacific states. Locate on the map the places and areas shown in each of the films and relate the geographic and topographic features which make the area what it is.

View the various films on forestry which illustrate the work, the importance, and the problems and products connected with these industries in the Pacific states. View Forest Conservation, Forest Grows, Forest Produces, Forest Ranger, or Forestry and Forest Industries.

Locate on the map the chief forestry centers in the Pacific states. Prepare a chart listing the various tasks and jobs connected with lumbering and its many products used in our daily lives.

***Prepare a bulletin board display on lumbering showing the different types of trees and woods and the commercial value and uses of each. Contrast the forest industry in the Pacific states with those in the eastern and middle western regions. Explain how geography affects the kinds of trees and commercial products in each of the regions.

Bring to class pictures of the giant redwood trees in Sequoia National Park. Explain the value of these trees and the validity of the steps taken to preserve them as natural monuments. Discuss the importance of both commercial and esthetic values to human beings.

List the various types of minerals, metal and nonmetal, which are produced in the Pacific states. Locate the various places where these are mined or found. Explain why coal mining is not important in the region despite rich deposits of the mineral in the region.

*Discuss the various products and items used in daily life which are made from minerals produced in the Pacific states.

Participate in a group project in which each member concentrates on a particular mineral (such as lead, zinc, gold, or silver) and prepares for the class a report on methods of mining and commercial uses of the mineral.

Prepare a bulletin board display of the mineral wealth of the Pacific states, showing how the products look, where they are found, and how they are used in the daily lives of people throughout the United States. Include in the display copper, iron, clay, cement, sandstone, limestone, and other minerals of the region.

***Compare the minerals found in the Pacific states with those found in Illinois and the Middle West. Discuss whether the Middle West has a greater variety of products, besides minerals, than the Pacific region.

List the different types of fish which are caught along the Pacific coast for commercial uses. Use library books to find pictures and information about salmon, oysters, clams, tuna, and abalone.

*Prepare a picture dictionary of the Pacific fishing industry. Include the types of seafood involved, the methods and equipment used in securing them, and the jobs and industries in the Pacific region which are part of this industry.

***Prepare a group project portraying, in the form of a dramatization, the varied influences and values of the Pacific Ocean along the West Coast. Assign parts of the monologue to various members of the class describing the attributes of the ocean. Include such topics as "The Work of My Winds," "The Importance of My Currents," "My Sea Life," "My Shipping Lanes," "My Clouds," "My Water Cycle," "My Minerals," and "My Harbors."

Make an outline map of the Pacific states on which are located the various types of manufacturing and industry in the region. Include the aluminum, canning, movie, wine, and aircraft industries and account for the location of related industries in the region.

Explain why bauxite, which is used to make aluminum, is shipped from its source in Arkansas to be made into aluminum in the Northwest.

Explain why the movie industry settled in Hollywood, California, although it had begun in the East and Chicago.

***Discuss the importance of technological advances in refrigeration which made it profitable for farmers to send their perishable produce over long distances, first in refrigerated cars, then as frozen foods.

Visit the local supermarket to discover the variety of foods on sale there which have been brought in from the Pacific states. Ask parents to list some of the foods which could be purchased in Chicago during their childhood only "in season."

Prepare state products maps for each of the Pacific states and include small pictures or drawings of the various products of each of the states. Study the maps as part of a class discussion and review other regions of the United States and the world which produce like products.

*Note the products of the Pacific states which are unique to the region and those which are common to other regions.

***Review classroom regional studies in the previous months and discuss different ways in which a student might divide the United States into regions on the basis of climatic, productive, cultural, natural, or other factors.

*Bring to class pictures from newspapers or magazines showing the various types of industries, businesses, or activities carried on in the Pacific states.

Bring to class advertisements of shipping lines which travel between the Pacific states and lands across the Pacific. Locate on a map of the world places listed in the ads as ports of call.

*Locate on the map of the world the Panama Canal and discuss how it makes travel by ship from Seattle to New York much shorter than it would be without the canal.

***Discuss reasons why the protection and ready use of the Panama Canal is of vital importance to the United States for both economic and strategic reasons.

*Locate the centers of shipping along the Pacific coast and bring to class pictures showing port activities in these centers. Include the San Francisco Navy Yard and the San Diego Navy Yard.

Study the globe to note the distances between the Pacific coast ports and Alaska, Hawaii, and other world ports. List some of the types of work which would be part of the shipping industry.

Investigate the reasons why the airplane industry developed on the west coast.

***Assume the role of a farmer in the Middle West, a rancher in Texas, or a steel mill worker in Alabama who has some money which he would like to invest in one of the industries in the Pacific states. Tell how he accumulated the money he has to invest, how he would go about investing it, and in what type of industry he might want to invest his money.

Discuss the difference between putting money in a bank to earn interest and investing it in stocks or bonds. Explain why a bank is able to pay interest on moneys deposited with it for safekeeping.

Explain how investing money in industry enables many people with a little money to share in the profits as well as the risks of a large undertaking which no individual could afford to finance alone.

View the filmstrip "Water and Its Conservation" from the series The Conservation of Our Resources and discuss the importance of water to the prosperity of the arid regions of the Pacific states. Locate on the map regions which are productive farmlands as a result of irrigation.

*View the filmstrip "Conservation of Our Forests" from the above mentioned series. Locate on the map the areas of the Pacific Northwest which are important lumbering regions.

*List the ways in which power development has helped make the Pacific states a region of growing and expanding industries and populations.

Bring to class pictures of the various irrigation, power dam, and water supply systems of the Pacific states.

Explain how Los Angeles is dependent upon the Colorado River and the Hoover Dam for its water supply. Compare its method of getting water with that used by Chicago.

Locate on the map the various national parks located in the Pacific states. Discuss ways in which the location of these parks within the region adds to and preserves its beauty and its economic gain.

Share the experiences of a visit to one or several of the national parks in the Pacific region with the rest of the class.

***Plan an imaginary trip to the Pacific states to visit the various natural wonders of the region, marking on a map the route planned. Keep a day-by-day log of the trip, noting the places visited and the geographic information which helps explain the experiences. Make a booklet of these materials: maps, stories, and pictures.

C. The People of the Region

Discuss reasons why the Pacific states were settled later than those along our Atlantic seaboard. Consider ways in which improvements in transportation and travel have encouraged the growth of population in the Pacific states.

View the filmstrips "Then and Now in California" and "Then and Now in the Pacific Northwest" from the series Then and Now in the United States to observe how ways of living and numbers and types of people have changed in the Pacific states since Europeans and Americans first settled in the region. Compare the products, industries, buildings, and machinery used in the past with those used in the region at present.

Bring to class postcards and pictures from newspapers, magazines, and travel folders showing views of life in Old California, the California missions, and Indian life along the Pacific coast. Compare with modern views.

***Report to class a brief resume of a television western film dealing with living in the Pacific states in pioneer days. Criticize the authenticity of the settings and props on the basis of class study about natural conditions in the Pacific states.

*Discuss, on the basis of what has been learned about climate, weather, resources, and job opportunities, why people might decide to move to the Pacific states from the East, South, or Middle West.

Locate on the map the cities in the Pacific states which have a population of more than one hundred thousand. Explain why, with the exception of Spokane and Sacramento, all of these cities are located on the coast or are close enough to be seaports; tell why the seaport towns are the largest in population.

*Prepare a chart listing the cities of the Pacific states with populations over one hundred thousand. In the column after the name of the city, list the industries concentrated within the city.

Compare the number of cities on the Pacific coast with more than one hundred thousand population with the number of cities of the same size along the Atlantic coast. Explain how both the differences in coastal contour and the historical "age" of the region might influence the difference in population centers.

Locate on the map the metropolitan areas of Los Angeles and San Francisco. Note the names and numbers of large cities located within their respective metropolitan areas. Discuss the impact of this growth on the area concerned, such as more schools, houses, and shopping areas. Compare these with the metropolitan areas of Chicago and New York. Include, in comparing these, proximity to water supply, water routes, rail and highway routes, farmlands, and natural resources. Indicate the earliest date at which each was settled by permanent settlers, whether Spanish, Dutch, or American.

Bring to class postcards and pictures from newspapers and magazines of the metropolitan areas of San Francisco and Los Angeles. Compare the topography of the two areas, landmarks, and transportation facilities.

Compare the climate and ways of living in San Francisco and Los Angeles. Explain the differences on the basis of geographical features affecting them.

Read or listen to stories about the Great San Francisco Earthquake and the Fire of 1906. Compare it with the Great Chicago Fire of 1871.

***Pretend to be a San Franciscan conducting a tour of the city and point out the important and famous places of the city and the difference between it and Chicago or New York in appearance, weather, and commercial activities.

Discuss types of rural communities which a person would expect to find in the Pacific states similar to and different from the farm towns of the Middle West; include lumber towns, fishing towns, mining towns, and orchard or vineyard towns. Emphasize the distinctive features connected with each type of agricultural or industrial specialization which would affect the appearance, needs, and activities in each town.

Explain why many areas of California are dependent upon migratory workers from Mexico or from other parts of our country. Consider some of the problems which face workers and their families in moving about from place to place as work is finished.

Use the map of the world to show why San Francisco and California generally might be the original place of settlement for people from China and Japan.

Read or listen to stories of the Spanish background of early California and its days as part of the Republic of Mexico. Locate on the map the many Spanish place-names which are monuments to California's Spanish heritage.

***Find out about such important figures in the early days of the Pacific states as Junipero Serra, Cabrillo, John Jacob Astor, Johann Sutter, Phil Kearney, John Fremont, Lewis and Clark, Marcus Whitman, and others. Make a class "portrait gallery" of simple drawings of each of the individuals studied.

Participate in a group discussion on the subject of the many different races and nationalities to be found in the Pacific states and the ways in which each group adds to the greatness of the region and to our country as a whole.

D. Related Study of a Similar Region in Another Part of the World
(Depending upon the interests and abilities of the individual class, one or several of the suggested regions might be studied.)

Locate the region chosen for study on a physical map of the world or of the continent on which it is located. Compare its latitude and distance from the equator with those of the Pacific states. Decide whether its location in relation to the equator would indicate a climate similar to that of the Pacific Northwest or that of California.

*Study a physical map of the region to note the rivers or waterways which serve it, the presence of mountain ranges or desert areas. Compare it with the Pacific states with respect to these geographic features.

Find out the type of climate and length of growing season within the region under study. Tell what other geographic features, such as distance from the ocean, rainfall, or altitude of the region, might make it similar to or different from the Pacific states in climate.

Compare the size of the region under study and its relation to the rest of the continent on which it is located with that of the Pacific states and their relation to the United States.

Prepare a chart or bulletin board display about the region under study, comparing all similarities and differences existing between it and the Pacific states. Include pictures or written descriptions to be placed under such headings as Soil, Climate, Growing Season, Latitude, Area, Population, Ethnic Origins, and Products-Agricultural, Mineral, Industrial, and others.

*Collect and study pictures of rural and urban communities within the region under study. Contrast homes, clothing, implements, and activities to be seen in the pictures with such items in the Pacific states. Point out similarities.

Discuss the fact that people living in different parts of the world in fairly similar natural surroundings with similar problems and tasks have different ways of meeting basic needs which are common to all human beings.

Enumerate some of the reasons which might influence people in other parts of the world to cling to ways of living different from those of people in the United States.

***Discuss the role of tradition in keeping people from changing to better or more efficient ways of doing things in other regions of the world more recently settled or developed.

Draw a chart illustrating the culture of the region under study, including language, art, music, tools and machinery, costumes, and customs. Where possible, draw or use pictures illustrating the short written descriptions under each topic.

Bring to class, if possible, some samples of the language spoken in the region under study or ask a person from that region to share some of its words with the class.

Compare the ethnic backgrounds of the region under study to determine whether it has a population which is heterogeneous, as in the Pacific states, homogeneous, or if it has one group made up of settlers and another of the aboriginal inhabitants, as in Chile, New Zealand, and North Africa.

Explain the meaning of the term "Mediterranean climate" and its origin.

List the various fruits and vegetables introduced into the United States, particularly California, from the Mediterranean countries of Europe. Explain why they could be transplanted successfully to California.

*Bring to class or draw pictures of the different types of workers and the work carried on within the region under study. Check to see how many of the types would be found in the Pacific states.

Discuss the problems which might confront the region in respect to the conservation or development of soil, forests, resources, or water power. Tell how the region gets, or might get, the maximum use of its natural resources.

Compare transportation and communication within the region under study with that in the Pacific states and the rest of the United States. Point out means of transportation which are peculiar to and traditional within the region under study.

*Look for pictures or news stories in newspapers and magazines concerning the region under study. Discuss with the class items brought in from these sources.

***Tell how the region under study contributes to the economic well-being of the larger world area in which it is located. Tell in what way, if any, it may be a drain upon that region, and, if possible, how it figures in the trade and commerce of the world at large.

Use the scale of miles on the map of the world to measure the distance between Seattle, Los Angeles, and San Francisco and the chief city of the region under study. Indicate where the Panama Canal would serve as a short cut between the Pacific states and the region under study.

Measure the distance between Chicago and the chief city of the region under study. Name the countries and bodies of water through which a person would travel in going from Chicago to the region under study. Measure the flying distance by the Great Circle Route on the globe between Chicago and the chief city of the region.

*Locate the capital city of the country under study. If possible, find pictures of the city and the government buildings to share with the class.

***Find out about the type of government under which the people of the region live. Compare it with the government of the United States.

Participate in a class discussion as to just how closely the region under study resembles our Pacific states in size, productivity, industrialization, and population.

***Discuss ways in which people in the United States or other prosperous countries in the world might help encourage the development of industries in the region under study by investing privately. Tell how the governments of the United States, West Germany, Great Britain, France, and the USSR might undertake to encourage the development of various regions of the world.

List the products of the region under study which might find a market in the United States and those products of the United States which might find a market in the region under study.

RESOURCE MATERIALS

BASIC TEXTBOOKS

Barrows, et al.
Our Big World
(Silver Burdett) pp. 75-90 Spain

Barrows, et al.
The United States and Canada
(Silver Burdett) pp. 211-26

Borchert and McGuigan
The Geography of the New World
(Rand, McNally) pp. 284-300

Borchert and McGuigan
Many Lands
(Rand, McNally) pp. 133-43 Greece

Drummond and Sloan
A Journey through Many Lands
(Allyn and Bacon) pp. 177-84 Greece

Drummond
Journeys through the Americas
(Allyn and Bacon) pp. 217-234

Gross, et al.
Exploring Near and Far
(Follett) pp. 68-99 Arizona
Navajos

Thurston, et al.
Homelands of the Americas
(Iroquois) pp. 246-70

Whittemore
The United States and Canada
(Ginn) pp. 117-65, 71-115
passim.

AUXILIARY TEXTBOOKS

Barrows, et al.
The American Continents
(Silver Burdett) pp. 211-26

Hanna, et al.
In All Our States
(Scott, Foresman) pp. 165-205

Smith and Sorenson
Neighbors in the United States and Canada
(Winston) pp. 179-227
passim.

LIBRARY BOOKS

Bialk, Elisa
Tizz on a Pack Trip
Children's, 1961 (Gr. 4-6)

Bronson, Lynn (Pseud.)
Timberland Adventure
Lippincott, 1950 (Gr. 6-8)

Buehr, Walter
Timber
Morrow, 1960 (Gr. 4-6)

Cameron, Eleanor
Mysterious Christmas Shell
Little, Brown, 1961 (Gr. 5-7)

Considine, Bob
Panama Canal
Hale, 1951 (Gr. 6-8)

Cormack, Maribelle
First Book of Trees
Watts, 1962 (Gr. 6-8)

Elting, Mary
Ships at Work
Harvey House, 1962 (Gr. 4-6)

Gates, Doris
Blue Willow
Viking, 1940 (Gr. 5-7)

Hammontree, Marie
A.P. Giannini, Boy of San Francisco
 Bobbs-Merrill, 1956 (Gr. 4-8)

Havighurst, Walter
First Book of the Oregon Trail
 Watts, 1960 (Gr. 5-7)

Havighurst, Walter
First Book of the California Gold Rush
 Watts, 1962 (Gr. 5-7)

Jackson, Charlotte
Story of San Francisco
 Random House, 1955 (Gr. 6-8)

Marcus, Rebecca
First Book of Glaciers
 Watts, 1962 (Gr. 5-7)

Markus, Patricia
First Book of the Panama Canal
 Watts, 1958 (Gr. 5-7)

McCall, Edith
Wagons over the Mountains
 Children's, 1961 (Gr. 4-6)

Newman, Shirlee P.
Yellow Silk for May Lee
 Bobbs-Merrill, 1961 (Gr. 3-5)

Oakes, Vanya
Willy Wong, American
 Hale, 1951 (Gr. 5-7)

Politi, Leo
Song of the Swallows
 Scribner's, 1949 (Gr. 4-6)

Rowland, Florence
Pasquala of Santa Ynez Mission
 Walck, 1961 (Gr. 6-8)

Russell, Solveig
About Trees for Tomorrow
 Melmont, 1959 (Gr. 4-6)

Schlein, Miriam
Fisherman's Day
 Whitman, 1959 (Gr. 2-3)

Selsam, Millicent
Underwater Zoos
 Morrow, 1961 (Gr. 5-7)

Shannon, Terry
Tyee's Totem Pole
 Whitman, 1955 (Gr. 3-5)

Shields, Rita
Cecilia's Locket
 McKay, 1961 (Gr. 5-7)

Shields, Rita
Norah and the Cable Car
 McKay, 1960 (Gr. 5-7)

Shippen, Katherine
Passage to America
 Harper, 1950 (Gr. 6-8)

Stewart, George
To California by Covered Wagon
 Random House, 1954 (Gr. 5-7)

Syme, Ronald
Balboa, Finder of the Pacific
 Morrow, 1956 (Gr. 4-6)

Taylor, Arthur S.
Logging: the Story of an Industry
 Lippincott, 1962 (Gr. 5-7)

Wall, Gertrude
Gifts from the Grove
 Scribner's, 1955 (Gr. 5-7)

LIBRARY BOOKS FOR RELATED REGIONS

Allen, William D.
Africa
 Fideler, 1962 (Gr. 5-7)

Budd, Lillian
Tekkla's Easter (Sweden)
 Rand, McNally, 1962 (Gr. 3-5)

Busoni, Rafello
Italy
 Holiday House, 1950 (Gr. 6-8)

Day, Dee
Getting to Know Spain
Coward, 1957 (Gr. 5-7)

Dolch, Edward W.
Stories from Italy
Garrard, 1962 (Gr. 3)

Dolch, Edward W.
Stories from Spain
Garrard, 1962 (Gr. 3)

Epstein, Sam
First Book of Italy
Watts, 1958 (Gr. 5-7)

Evans, Edwin B.
Scandinavia
Holiday House, 1948 (Gr. 6-8)

Gartler, Marion
Understanding Greece
Laidlaw, 1962 (Gr. 6-8)

Gianakoulis, Theo. P.
Land and People of Greece
Lippincott, 1952 (Gr. 8)

Gidal, Sonia
Follow the Reindeer (Scandinavia)
Pantheon, 1959 (Gr. 4-6)

Gidal, Sonia
My Village in Greece
Pantheon, 1960 (Gr. 6-8)

Gidal, Sonia
My Village in Italy
Pantheon, 1962 (Gr. 5-7)

Gottlieb, Gerald
First Book of the Mediterranean
Watts, 1960 (Gr. 6-8)

Hosford, Dorothy G.
Thunder of the Gods (Norse myths)
Holt, 1952 (Gr. 5-7)

James, Elly
Ekle Kari (Scandinavia)
Macmillan, 1952 (Gr. 3-5)

Jarman, Thomas L.
Picture History of Italy
Watts, 1962 (Gr. 7-8)

Kingman, Lee
Mikko's Fortune (Scandinavia)
Farrar, 1955 (Gr. 3-5)

Kish, George
Italy
Fideler, 1957 (Gr. 5-7)

Lide, Alice
Lapland Drum
Abingdon, 1955 (Gr. 4-6)

Malmstrom, Vincent
Norway
Fideler, 1955 (Gr. 5-7)

Malmstrom, Vincent
Sweden
Fideler, 1956 (Gr. 5-7)

O'Neill, Hester
Picture Story of Denmark
McKay, 1952 (Gr. 6-8)

O'Neill, Hester
Picture Story of Sweden
McKay, 1953 (Gr. 5-7)

Pringle, Patrick
Great Day in Spain
Abelard, 1961 (Gr. 4-6)

Proctor, George L.
Young Traveler in Sweden
Dutton, 1953 (Gr. 6-8)

Shloat, G. Warren
Kwaki, a Boy of Ghana
Knopf, 1962 (Gr. 4-6)

Sutherland, Efna
Playtime in Africa
Atheneum, 1962 (Gr. 3-5)

Toor, Frances
Made in Italy
Knopf, 1957 (Gr. 8)

Winwar, Frances
Land of the Italian People
 Little, 1954 (Gr. 6-8)

Wyatt, Honor
Young Traveler in Portugal
 Dutton, 1955 (Gr. 6-8)

FIILMS

The Andes: Chile's Barrier
 10 min. color X-A-35

Apples: from Seedling to Market
 11 min. color X-A-158

California and Its Natural Resources
 41 min. color X-C-51

Chile: People of the Country Estates
 11 min. b&w X-A-28

Chile's Copper
 12 min. color X-C-42

Citrus Culture
 16 min. color X-C-110

Conservation Road
 22 min. b&w X-C-52

Dams
 14 min. color X-B-69

Earthquakes and Volcanoes
 16 min. color X-E-70

Field Trip to a Fish Hatchery
 10 min. b&w X-F-105

The Fisherman's Boy
 10 min. b&w X-F-131

Forest Conservation
 11 min. color X-F-89

Forest Grows
 11 min. color X-F-90

Forest Produces
 11 min. color X-F-91

Forest Ranger
 11 min. color X-F-125

Geysers and Hot Springs
 11 min. b&w X-G-69

Gold Rush Boy
 17 min. color X-G-73

Greek Children
 16 min. b&w X-G-46

Highway by the Sea
 15 min. color X-H-102

The Iberian Peninsula
 10 min. b&w X-I-24

Introducing Denmark
 10 min. b&w X-I-43

The Invader (Salmon)
 10 min. color X-I-66

Irrigation Farming
 11 min. b&w X-I-8

Italian Children
 11 min. b&w X-I-30

The Italian Peninsula
 10 min. b&w X-I-29

Laplanders
 10 min. b&w X-L-63

The lighthouse (California Coast)
 11 min. color X-L-62

Lobstertown
 22 min. b&w X-L-25

The Lumber States (U.S.A.-Pacific Northwest)
 20 min. b&w X-N-53

The Lumberman
 22 min. color X-L-11

Madrid (Spanish text)
 10 min. color X-M-158

Mount Rainier
 10 min. color X-M-177

News Magazine of the Screen, April, 1952 (Chile)
20 min. b&w X-N-78

News Magazine of the Screen, October, 1953 (Grand Coulee)
20 min. b&w X-N-92

News Magazine of the Screen, May, 1955 (Yosemite National Park)
20 min. b&w X-N-119

On Mediterranean Shores (Southern Greece)
20 min. b&w X-G-42

Orange Grower
11 min. b&w X-O-3

Oregon and Its Natural Resources
30 min. color X-O-19

Paper
11 min. b&w X-P-19

Paper Making
20 min. b&w X-P-25

People of Chile
22 min. color X-P-18

People of Greece
14 min. b&w X-P-105

People of the Reindeer (The Wind from the West)
18 min. b&w X-P-106

Petroleum and Its Uses
42 min. b&w X-P-31

The Pipeline
21 min. color X-P-45

The Po River Valley
20 min. b&w X-I-20

Ports of Industrial Scandinavia (Sweden's East Coast)
20 min. b&w X-S-98

Rome--City Eternal
10 min. color X-R-27

Salmon: Life Cycle of the Sockeye
10 min. color X-S-123

Scandinavia
15 min. b&w X-S-146

Spain: the Land and the People
10 min. color X-S-84

Spanish Children
11 min. b&w X-S-73

Sweden
14 min. b&w X-S-22

This Is Aluminum
28 min. b&w X-A-88

Tinplate
27 min. color X-T-49

Truck Farmer
11 min. b&w X-F-11

Use of Forests
11 min. b&w X-U-6

Washington and Its Natural Resources
26 min. b&w X-W-73

Yosemite
18 min. color X-Y-118

Yosemite--Valley of Light
20 min. color X-Y-25

Your Friend the Forest
7 min. color X-Y-19

FILMSTRIPS

Adventures with Early American Indians
(2234) color
"Indians of the Northwest Coast"
SVE

Children of Early America Series I
(2244) color
"Silver Spurs in California"
"The Spanish in California, 1826"
Young America Films, Inc.

Children of Early America Series 3

(2248) color
 "The Oregon Trail"
 "Enroute to Oregon, 1846"
 Young America Films, Inc.

Children of Latin America

(2340) color
 "The Silver-Studded Belt -Life in Chile"
 Young America Films, Inc.

Children of Many Lands Series

(2174) b&w
 "Spanish Children"
 "Greek Children"
 "Italian Children"
 Encyclopaedia Britannica Films, Inc.

The Earth and Its Peoples-Group IIA

(2186) b&w
 "The Lumber States"
 United World Films, Inc.

The Earth and Its Peoples- Group IIIB

(2192) b&w
 "On Mediterranean Shores"
 "Ports of Industrial Scandinavia"
 United World Films, Inc.

Families of the World

(2200) b&w
 "Italy"
 "United States"
 Young America Films, Inc.

Far Western States

(2292) color
 "Natural Environment"
 "People and Their History"
 "Agriculture"
 "Industry"
 "Commerce"
 "Life and Culture"
 Encyclopaedia Britannica Films, Inc.

Greece Yesterday and Today

(2376) color
 "Finding Ancient Ruins"
 "Learning from Ancient Ruins"
 "The Glory That Was Greece"
 "Modern Greece"

"Greek Farmers"
 "Boats for Seafaring People"
 "Industry and Home Crafts"
 "Weaving at Home"
 "Greek Village Life"
 "Greek City Life"
 Curriculum Films

Home Life in European Lands

(2380) color
 "Home Life in Italy"
 "Home Life in Scandinavia"
 Popular Science Pub. Co.

How the Indians Lived

(2268) color
 "Northwest Indians" (Salish)
 The Jam Handy Organization

Life in Other Lands

(2218) b&w
 "Africa"
 The Fideler Company

Living in Central and Southern Europe

(2384) color
 "Living in Italy"
 Society for Visual Education

Living in Western and Northern Europe

(2390) color
 "Living in Scandinavian Europe"
 Society for Visual Education

Northwestern States

(2306) color
 "Natural Environment"
 "People and Their History"
 "Agriculture"
 "Industry"
 "Commerce"
 "Life and Culture"
 Encyclopaedia Britannica Films, Inc.

The Northwest States--A Regional Study

(2308) color
 "Historic Background"
 "Geographic Background"
 "Lumbering and Fishing"
 "Agriculture"
 Eye Gate House, Inc.

The Northwest States--A Regional Study (Con't)

"Mining and Grazing"
 "Power and Petroleum"
 "Four Important Cities"
 "Other Important Cities"
 "A Vacation Land"
 Eye Gate House, Inc.

Our Friends, the American Indians (2284) color

"The Indians of the Pacific Coast"
 Popular Science Pub. Co.

Our National Parks (2310) color

"Why We Have National Parks"
 "Our National Park Service"
 "Primeval Forests"
 "Ice-Carved Mountains"
 "Story of the Earth's Crust"
 "Volcanoes, Geysers, and Hot Springs"
 "Desert Life Community"
 "Natives of the Parks"
 "Wilderness Nature Trails"
 "Home of Ancient People"
 Curriculum Films

Scandinavia- A Regional Study (2224) color

"Land and People of Norway"
 "Industries of Norway"
 "Cities of Norway"
 "Lands and People of Sweden"
 "Industries of Sweden"
 "Cities of Sweden"
 "Lands and People of Denmark"
 "Industries of Denmark"
 "Cities of Denmark"
 "Land and People of Finland"
 "Industries of Finland"
 "Cities of Finland"
 Eye Gate House, Inc.

South America-Eastern and Southern Lands

(2370) color
 "Desert to Forest in Chile"
 Encyclopaedia Britannica Films, Inc.

Then and Now in the United States (2318) color

"Then and Now in California"
 "Then and Now in the Pacific Southwest"
 "Then and Now in the Pacific Northwest"
 Encyclopaedia Britannica Films, Inc.

The United States-Its Geography Series

(2322) color
 "Pacific Coast-Its Geography"
 Popular Science Pub. Co.

The United States-Regional Geography

(2324) b&w
 "The Far Western States"
 Encyclopaedia Britannica Films, Inc.

United States Regional Geography (2326) color

"The Pacific Coast Region"
 Young America Films, Inc.

The West

(2320) color
 "Coastlands of the Northwest"
 "Valleys and Coast of California"
 "Dry Lands of the West"
 "Southern Section"
 Society for Visual Education

MUSIC

American Singer (Grade Five)

"Ho for California" p. 58

This Is Music (Grade Four)

"Drill, Ye Tarriers, Drill" p. 134

This Is Music (Grade Five)

"El Capitan" p. 22
 "Sweet Betsy from Pike" p. 126
 "Sailing for San Francisco" p. 12
 "Roll on, Columbia" p. 15

POETRY

A Book of Children's Literature
"Silver" by Walter De La Mare
 p. 835

Favorite Poems, Old and New
"Apple Song" by Robert Frost
 p. 239
"Ferry Boats" by James S. Tippet
 p. 83
"Country Trucks" by Monica Shannon
 p. 87
"Fog" by Carl Sandburg p. 161

Story and Verse for Children
"The Oregon Trail, 1851" by Jim
Marshall p. 188

MATERIALS FOR REFERENCE OR ADAPTA-
TION BY THE TEACHER

Bontemps, Arna
100 Years of Negro Freedom
 Dodd, 1961 (Gr. 7-9)

Bontemps, Arna
Story of the Negro
 Knopf, 1958 (Gr. 7-9)

Chicago Board of Education
Curriculum Guide for the Social
Studies
 1964, (Kindergarten, Units VIII
 and IX; Grade Two, Unit XII; and
 Grade Five, Units IV and VIII)

Dutton, William
Adventure in Big Business
 Winston, 1958 (Gr. 8)

Hughes, Langston
Book of Negro Folklore
 Dodd, 1958 (Gr. 7-9)

Hughes, Langston
Famous American Negroes
 Dodd, 1954 (Gr. 7-8)

Hughes, Langston
Famous Negro Heroes of America
 Dodd, 1958 (Gr. 7-8)

Hughes, Langston
First Book of Negroes
 Watts, 1952 (Gr. 4-7)

Hughes, Langston
First Book of Africa
 Watts, 1960 (Gr. 7-8)

Hughes, Langston
Pictorial History of the Negro in
America
 Crown, 1956 (Gr. 7-9)

Malvern, Gladys
There's Always Forever
 Longmans, 1957 (Gr. 6-8)

Martin, Patricia
Rice Bowl Pet
 Crowell, 1952 (Gr. 3-4)

McCracken, Harold
Winning of the West
 Doubleday, 1955 (Gr. 7-8)

McCullough, John G.
Farther and Faster
 Crowell, 1954 (Gr. 4-6)

Moore, et al.
Handicrafts for Elementary School
 Heath, 1953

Perry, George
Cities of America
 McGraw, 1947 (Gr. 8)

Quaife, Mila M.
History of the United States Flag
 Harper, 1961 (Gr. 8)

Suttles, Patricia H.
Educators' Guide to Free Materials
 Educators Progress Service, latest
 edition

Thralls, Zoe A.
The Teaching of Geography
 Appleton, 1958

Tooze, Ruth, and Krone, Beatrice
Literature and Music as Resources
for Social Studies
 Prentice-Hall, 1955

GRADE 4

UNIT IX

REGIONS OF CONTRAST--ALASKA AND HAWAII

BASIC UNDERSTANDINGS, SKILLS ATTITUDES, AND APPRECIATIONS	CONTENT
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Information and Knowledge

The pupil should acquire a basic foundation in the facts and information necessary to an understanding of the unit.

Understandings

The pupil should understand that:

The geographic location of a region influences the settlement, development, and strategic importance of the region.

The climate, soil and location of a region, are related to its economic growth.

The history of a region affects its development and is reflected in its present way of living.

Some regions of the United States are separated from the rest of the United States by many miles of water or foreign territory.

Some regions under the control of the United States were settled and "civilized" long before the beginning of the United States.

The people of the United States are representatives of many racial and cultural strains living as one united nation.

A. Topographical comparison

Alaska

Three natural regions

Tundra

Central valley

Temperature coastline

Mountain ranges

Brooks

Alaska

Climate

Waterways and harbors

Scenic wonders

Hawaii

Group of volcanic islands

Main islands

Hawaii

Kauai

Maui

Molokai

Oahu

Active volcanoes

Climate

Waterways and harbors

Scenic wonders

B. Use and conservation of natural resources

Alaska

Agriculture

Lumbering

Mining

Fishing

Manufacturing and industry

Conservation

LEARNING EXPERIENCES AND ACTIVITIES

The pupil may:

A. Description of the Regions

Locate Alaska on a globe, noting the latitude and longitude. Discuss its position in relation to Asia and tell why its strategic location makes it of great value to the United States.

Trace the point at which the Arctic Circle crosses Alaska. Note that this is a region of high latitudes. Explain the meaning of the term high latitude. Indicate the kind of climate that might be expected in a high latitude area. Discuss the effect of the Japanese current on the climate of southwestern Alaska. Locate other areas in the world where climate is tempered by currents.

Locate on a physical map of North America the Alaskan Range. Use the legend to find out the height of the range. Locate the highest mountain (Mount McKinley - 20,300 feet) and note it is the highest peak in the nation. Compare it with Mount Washington in the New England areas, Pike's Peak in Colorado, and Mount Whitney in California.

Locate the Brooks Range and the tundra area north of the range. Contrast the topography of the two areas. Explain the meaning of the term tundra and add the word to the vocabulary list for this unit. Discuss the climate of the tundra region.

Trace the Yukon River on a map of North America. Point out its source and name the country in which it belongs. Tell what sea it finally reaches. Use the terms source and mouth in the report to the class.

Study a relief map of Alaska and note the location and elevation of the mountain ranges. Note the extent of the mountainous territory. Discuss the climate and the places where people would most likely settle.

*Make an enlarged map of Alaska, using a map slide-projection to obtain an enlarged reproduction. Use acetate or other transparent paper. Place the transparency over a map of the United States of the same scale. Discuss the size of Alaska in relation to the size of the United States.

Read for information on the climate of Alaska. Report to the class the many reasons Alaska should not be called "the land of ice and snow."

*Make an enlarged map of Alaska to show the location of its mineral, animal, plant, and forest resources. Use pictorial symbols to identify the locations and prepare a key to go with the map. Star the resources which are exported from Alaska to other parts of the world. Use an atlas for information on the exports.

*For the academically less able pupil

***For the academically more able pupil

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
Territories which have reached sufficient political maturity and population have been admitted to the Union as sovereign states among the United States.	Hawaii Agriculture Sugar Pineapple Cattle Coffee Manufacturing and industry Conservation
<u>Skills</u>	
The pupil should develop the fundamental skills necessary for the comprehension and interpretation of the social studies materials and concepts pertinent to this unit.	C. The people of the regions
In developing map skills, the pupil should:	Cultural and racial diversity
use map scale to measure the distance in miles from the mainland United States to Alaska, Hawaii, and outlying possessions	Alaska Aleuts Eskimos Russian settlers American settlers
use natural features to delimit or mark off the natural regions into which a larger area is divided	Hawaii Polynesians Japanese Chinese Portuguese Americans
follow airline and ship routes from the continental United States to Alaska, Hawaii, and outlying possessions	Small urban centers
use the map legend to note differences in ocean depths.	Alaska Anchorage Juneau Fairbanks Hawaii Honolulu Hilo
In developing language skills, the pupil should:	D. Related study of outlying possessions (Panama Canal Zone, Puerto Rico, Virgin Islands, and Pacific Islands) Political relation of the region to the United States People of the region Economy of the region Strategic importance of the region
recognize the contributions of foreign cultures to our vocabulary	
understand common abbreviations for names of states and territories of the United States.	

Compare, using maps of each, Alaska and Illinois as to area, population, elevation, and resources. Consider how important location is in the development of a region.

Discuss the reasons the United States purchased Alaska. Tell why it was called "Seward's Folly." Compare the original cost with the estimated value of Alaska today and decide whether it was a good or bad purchase.

Plan an imaginary journey along the Alcan Highway and report the trip to the rest of the class, using a travelogue technique. Include a map of the area, places to see, kinds of transportation used in the various sections visited, descriptions of towns, types of housing, means of communication, and types of people. Prepare glass slides to illustrate the talk. Make note that the highway is routed through Canada and explain why no passport is needed to cross the border.

Locate the panhandle of Alaska on a map of North America. Describe the area to the rest of the class, pointing out its distinctive characteristics. Locate the panhandle of Texas on the same map. Compare the two sections as to climate, location, elevation, and value. Discuss why the Alaskan panhandle is one of the rainiest sections of the United States and the Texas panhandle is semi-arid.

Participate in a group study of the various kinds of transportation found in Alaska. Illustrate the report with pictures or drawings of each type described.

Read for information about travel between Juneau and Point Barrow. Explain why the dog sled is the popular mode of travel to the far north.

Consult an atlas to find out the location of Alaska in terms of degrees of longitude and latitude. Explain to the class why this means of location is just as accurate as the street number system in Chicago.

Draw and paint a mural depicting Eskimo and Indian life in Alaska—then and now. Show how the people live, work, and play.

***Make a chart showing the extremes of climate in Alaska. Use information on Anchorage, Juneau, Fairbanks, Ketchikan, Sitka, Attu, and Point Barrow to show average temperature and precipitation. Save this chart for comparison in the study of Hawaii.

Compare the life of an Eskimo family with that of a Chicago family as to food, living conditions, and recreation. Show how geographical location determines the living pattern in each case. View the filmstrips "Simon and Lucy of Alaska" from Boys and Girls of Many Lands, Set I or the Eskimos of Alaska series for information to help make the comparison.

View the film Eskimo Children to find out how the aboriginal people of Alaska solve the problems of food, clothing, shelter; also obtain information about family and group customs, handicrafts, and recreation. Discuss the importance of each member of the family in performing specific tasks to keep the group alive.

BASIC UNDERSTANDINGS, SKILLS, ATTITUDES, AND APPRECIATIONS	CONTENT
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In developing social skills,
the pupil should:

work as a member of a class
committee preparing and pre-
senting a report to the class.

Attitudes and Appreciations

The pupil should:

respect the dignity and worth
and the contributions of all
racial and cultural strains
to our American heritage and
greatness

recognize and espouse the
American creed that all
Americans are equal in
citizenship, its rights
and its responsibilities.

Use the globe to demonstrate why Alaska might be called "The Land of the Midnight Sun." Tell why vegetables can be grown to enormous size in spite of the very short growing season.

Explain the terms gulf, sound, bay, sea, ocean, peninsula, archipelago, and strait. Locate an example of each in or around Alaska. Add the terms to the vocabulary list.

Use the globe to find other places where the above-mentioned terms may be found. Enter a few examples in the notebook list to show that terms are names for specific geographical features on the earth.

Use a map of North America to measure the length and width of Alaska. Note that Point Barrow, the most northerly spot, is $71^{\circ} 25'$ N. while the Aleutians dip to the 51st parallel. Note also that Hyder, the most easterly point, is longitude 130° W. while Attu Island, the most westerly point, is longitude $172^{\circ} 52'$ E. Estimate the number of miles in a degree of latitude, the number of miles in a degree of longitude. Check the measurements by using the scale of miles on the map.

Study the globe to find places which are relative to the location of Alaska. Follow an imaginary line and note that Honolulu is due south of Alaska and that the Aleutians are due north of New Zealand.

Describe the coastline of Alaska. Consider the possibilities for good harbors and shipping docks. Check the vocabulary list for the meaning of the terms regular and irregular coastlines and designate the proper term for this region.

***Prepare a research report on the prevailing winds in Alaska. Explain to the class the connection between wind and precipitation in Alaska.

Discuss the importance of the term glacier in the life of Alaskans. Locate the Malaspina, Mendenhall, Portage, Matanuska, and Columbia glaciers. Tell how a glacier develops. Collect and bring to class pictures of glaciers which will clarify the discussion.

*Find in the textbook the meaning of the name Alaska. Make a chart to show the various ways the state lives up to its name; for example, the highest mountain in North America, the long and mighty Yukon, country big and beautiful, steep-walled fjords, wide horizons facing the Bering Sea, summer days 18 to 24 hours long, and winter nights lighted by the northern lights.

Locate Hawaii on a globe. Note the longitude and latitude of the fiftieth state. Estimate the distance from Los Angeles to Honolulu. Discuss its position in relation to the Orient and tell why it is important as a stopping place in the vast Pacific.

Locate the eight inhabited islands of the chain of twenty islands which make up the state of Hawaii.

***Read reference books to find out the origin of the Hawaiian Islands. Prepare a report for the class summarizing the findings.

View the film Hawaiian Islands: Their Origin and Nature Today to see the physical aspects of the islands; for example, the kinds of vegetation, the black sands, the natural harbors, the degree of rainfall, and the lava are all the result of the volcanic origin.

View the film Hawaiian Native Life to see how the people of the islands live, work, and play. Discuss the film with other members of the class. Contrast the way of life in the islands with life in Chicago.

Obtain a large map of the islands and locate the capital city of Honolulu, Pearl Harbor, and Diamond Head. Find pictures of these and other features of Oahu and mount them on the bulletin board. Use colored cord to tie the picture to the related location on the map. Prepare a label for the bulletin board, "The Island of Enchantment" or "Paradise of the Pacific."

***Read reference and supplementary materials for information regarding the sources of fresh water on the islands of Hawaii. Explain the formation of the "lens" in an area where salt water abounds.

Compare the water resources of Alaska, Hawaii, and Chicago. Distinguish between the salt and fresh water supplies of each location. Show how the supply of fresh water is essential in the settlement of any region.

Collect maps, pictures, travel folders, and travel news stories for information to plan a trip to the islands of Hawaii. Plan the journey from Chicago. Find out the means of transportation to be used, the costs involved, the time needed to reach Honolulu, the approximate distance, the accommodations available, and the sights to see. Arrange the materials on a bulletin board to represent an advertisement for a travel agency sponsoring a vacation trip to Hawaii.

Participate in a discussion of the value of making a trip to Alaska or Hawaii. Use the information prepared for the above planned trip and the previously planned trip to Alaska and be prepared to present the advantages of one plan over the other, depending upon the expected outcomes of the journey.

B. Use and Conservation of Natural Resources

Compare the mineral resources of Hawaii and the mineral resources of Alaska. Show how climate and location affect the accumulation of specific minerals.

*List the minerals found in Alaska. Star tin to indicate Alaska is the only source of tin on the North American continent.

***Prepare a research report on bauxite. Discover where it is found, how it is mined, and what its uses are. Explain the effects that developing the bauxite deposits on Kauai could have on the economy of Hawaii.

Discuss the fact that at the present time Alaska depends heavily upon federal funds for its development; consider ways in which all the states benefit from federal expenditures in Alaska.

Discuss the importance of the lumber industry in the states of Alaska and Hawaii. Designate the products which each state produces as a result of the forest resource.

Construct a two-column chart to summarize the kinds of fish native to the forty-ninth and fiftieth states. Head one column Alaska and the other Hawaii. List the following fish in the proper column: aku (swordfish), wahoo, rainbow trout, grayling, char, tuna, dolphin, shee, salmon, cod, herring, halibut, angel fish, and goldfish. Illustrate the chart with drawings of the fish.

Classify the following list of trees as native to Alaska or Hawaii: spruce, hemlock, cedar, koa, banyan, eucalyptus, maple, crabapple, breadfruit, banana, and willow.

Compare the fruit of Alaska: blueberries, raspberries, currants, and cranberries and the fruits of Hawaii: pineapple, banana, papaya, mango, avocado, and citrus fruits. Consider how important climate and precipitation are to the products of any region.

Contrast the effects of the northeast trade winds on Hawaii with the "taku" or "williwaws" of Alaska and show how each state is dependent upon the whims of the winds.

Invite a resource person who has visited Hawaii to talk to the class. Have the speaker tell about the unusual topography of the islands, the climate, the precipitation, the trade winds, and the volcanoes. Be prepared to ask questions at the end of the talk.

Construct a salt and flour relief map of Hawaii. Identify the important settlements, famous volcanoes, the black sand beach, Pearl Harbor, and the military installations and hospital, the National Cemetery of the Pacific located in a crater, the national parks, the pineapple and sugar cane plantations, the beach at Waikiki, Grand Canyon of Kauai, the largest cattle ranch in the world, and the only river on an island (Wailua River on Kauai). Use recognized symbols for each place identified and prepare a key for the map.

***Read to find out the structure of a volcano. Collect pictures from newspapers and magazines which discuss volcanoes. Make a cutaway model of a typical volcano, showing the part a volcano plays in building up new surface features of the land. Use the information and the model to tell and demonstrate how the Hawaiian Islands emerged.

Find out in the textbook the meaning of the name Hawaii. List the ways the islands live up to the name.

Recall the terms young mountain and old mountain. Classify the mountains of Hawaii in the proper terms. Give reasons for answers.

Prepare a report on Pearl Harbor. Tell why it is an excellent harbor for large ships, why the United States considers the harbor a strategic area, what facilities it offers, and why many people want to visit there.

Compare the topographical features of Hawaii with the topographical features of Alaska. Indicate the common features.

Compare the climate of the forty-ninth and fiftieth states. Prepare a chart to show temperature, precipitation, and elevation for each state.

Prepare a large map of the island chain. Locate the resources of Hawaii, using pictorial symbols for sugar cane, coffee, pineapple, oil, air fields, and shipping docks.

Make a two-column chart. Show the products which are exported from Hawaii in the first column and the products imported in the second column. Compare the finished chart with the chart of imports and exports made for Alaska.

***Read to find the interesting historical background of Hawaii. Report findings to the class, using the lecture type of oral report. Tell how the islands developed from the primitive island settlement, through discovery by European traders, through monarchy, and finally, to complete independence as a state in the United States. Include the roles of King Kamehameha I, Kalakaua, and Queen Liliuokalani in this development story.

Participate in drawing a mural showing the various types of transportation which are peculiar to the Hawaiian Islands. Show how these vehicles have evolved because of the topography of the area.

Compare the transportation facilities of Hawaii with the transportation facilities of Alaska.

Construct models of an outrigger canoe, a surf board, a dugout canoe, a kayak, an oomiak, and a catamaran. Place these on display in the exhibition corner. Label each model with its name and state.

Participate in a group research project on "Agriculture in Hawaii." Include sugar, pineapple, flowers, coffee, and macadamia nuts. Summarize the study in booklets on each topic. Show facts about the growing, the harvesting, processing, and shipping for each. Illustrate the booklets with pictures, drawings, and maps. Display the project on the library table for other members of the class to read.

Prepare a chart showing pictures or drawings of animals of Alaska; for example, deer, caribou, bear, mink, beaver, fox, seal, and whale. Explain why Alaska is rich in animal life and Hawaii has little animal life of commercial value.

Discuss the problems of conservation faced by both Hawaii and Alaska. Consider those which are common as well as those which are specifically individual.

C. The People of the Regions

Participate in drawing a mural showing living conditions in an urban community in Alaska. Show typical homes, people at work, people at play. Depict the people in typical attire.

Participate in drawing a mural showing life in a rural Alaskan community. Include homes, transportation equipment, tools, and activities which show contrast to the above-mentioned mural.

Discuss the finished murals in the light of the facts brought out in the study of Alaska. Note the relationship of urban living in Alaska to urban living anywhere in the United States. Consider the fact that rural living is dependent upon the climate, accessibility to supplies, transportation, and communication facilities.

Prepare similar murals for urban and rural communities in Hawaii. Contrast the two for housing, food supply, transportation, communication, work and education.

Read reference books to learn about the unusual costumes which are an important part of the Hawaiian heritage. Consider the native leis, muumus, Chinese fitted sheaths, and Japanese sandals. Consider also such customs as the honoring of ancestors.

Construct a series of dioramas for Hawaii and Alaska. Depict typical homes, churches, work and play scenes, and topography to show the extremes of conditions in these two states. Display the dioramas with identifying labels and brief stories.

Read the story of the hula, the native Hawaiian dance, to find out its origin, its meaning to the people of Hawaii, and its meaning to visitors. Learn a simple hula to the tune of "Lovely Hula Hands" to understand the expressive use of the hands. Demonstrate the most common hand motions as the report is given to the class.

Describe a "luau." Discuss the importance of the luau and other native festivals which were an integral part of the life of the aboriginal Hawaiians.

Trace the story of sugar cane from field to table. Prepare a chart to show the steps involved. Write to the C & H Refining Company for information to prepare this story.

Refer to encyclopedias or supplementary library materials for the history of Iolani Palace. Indicate that the fiftieth state is the only state in the United States where the legislature meets in a palace. Illustrate the report made to the class.

Do a research project on the history of the feathercape and headdress worn by early Hawaiian chieftains. Find out the source of the feathers, why the practice of making the capes was abolished, where a visitor might view such a costume today, and how its importance as a symbol is retained by using the insignia of cape and headdress on all highway markers in the same manner as other states use state outlines.

Read stories about Captain Cook and his exploits in the Pacific. Find out why he is a great historical figure in both Alaska and Hawaii.

Consult an almanac to locate information regarding the ethnic composition of Alaska and Hawaii. Summarize the findings on a chart for the bulletin board display.

Draw and paint copies of the flags of Hawaii and Alaska. Be prepared to tell the class the meanings of each flag. Discuss the importance of a state flag depicting the history of a state. Compare the flags of Hawaii and Alaska with the Illinois flag.

Compare the voting qualifications in Alaska, Hawaii, and Illinois. Discuss the reasons for the differences in voting ages.

***Locate information on the subject "Flowers of Hawaii and Alaska." Present the report to the class. Use pictures or drawings to illustrate the report. Tell about the varieties which are found in each state. Include the heather, primrose, gentian, saxifrages, and anemones as native to Alaska and the plumeria, poinciana, bird of paradise, oleander, anthurium, hibiscus, and orchids as native to Hawaii. Mention areas in mainland U.S.A. where some of these varieties may also be found.

Make a list of articles of clothing which have been "adopted" by Illinoisans but which are native to Alaska or Hawaii. Consider such items as parkas, mukluks, moccasins, sandals, muumius, and Kona hats as part of the list. Assemble the list on a large poster board and display on the bulletin board. Make models or draw pictures to illustrate the chart.

Collect and arrange a display of articles which a visitor might bring home from a visit to either Alaska or Hawaii. Display pictures, models, or drawings. Include fur parkas, caps, gloves, wood and ivory carvings, jade and black diamond jewelry, totem poles, whalebone baskets, woven trays, reindeer leather goods, fur or leather moccasins, mukluks, and sour dough shirts as part of the Alaskan products, and related items of interest specifically Hawaiian.

Carve a totem pole similar to the kind the Maritime Indians of Alaska carve as historical monuments. Plan the design of the carving to tell a story. Check with other members of the class to see if the carving serves its purpose as to the story portrayed. Compare the totem pole to the carvings native to Hawaii and discuss the different ways history can be preserved other than by writing or printing.

Learn some native terms for simple names and expressions, such as wahine, kane, lei, malihini, luau, poi. Use the terms in conversation.

Participate in planning and executing a program "Music of America" for an assembly. Include state songs, such as "Illinois," "Alaska's Flag," and "Hawaii Pono," as well as dances which relate to the specific areas portrayed. Construct simple scenery and costumes to complete the program.

*** Make a series of crossword puzzles using information learned in the study of Hawaii and Alaska. Use facts which concern climate, topography, location, history and customs, and ways of living. Present the puzzles to other members of the class to solve.

Participate in a culminating activity in the form of a discussion of the merits of the two newest states in the United States of America. Review the facts learned by referring to the maps, charts, graphs, reports, and realia collected. Invite other classes to listen to the discussion. Plan a question period at the end of the discussion to allow the audience to participate.

D. Puerto Rico, Virgin Islands, Panama Canal Zone, and the Pacific Islands

Explain the terms territorial possessions and affiliated commonwealth as contrasted with the term state. Add the term and meaning to the vocabulary list.

Compare the relation of Puerto Rico to the United States with that of the Virgin Islands and the Panama Canal Zone.

Locate on a map of the world the territorial possessions of the United States.

Find information in textbooks or supplementary materials to tell how the United States acquired possessions outside the continent. Consider how the acquisition of territorial possessions helped the United States to become a world power.

Make a chart of the possessions of the United States. Show the date, the reason for, and the source of the acquisition.

Make a chart of the resources of each of the territorial possessions. Star those resources which are especially valuable to the United States because of scarcity in the world supply.

Estimate the distance from Chicago to the major city in each of the possessions. Show how defense of these possessions could present problems to the United States.

Explain how Puerto Ricans, who are American citizens, practice self-government in Puerto Rico.

Construct dioramas to show typical living conditions in each of the territorial possessions of the United States.

Prepare a booklet, "Customs," to show the various cultural attributes which have become part of the United States heritage through its territorial expansion.

Assume the role of a boy or girl of Puerto Rico, showing a fellow American from Chicago around his island, pointing out the similarities between customs,

products, governments, schools, and basic needs and ideals of Americans in Chicago and in Puerto Rico. Point out some differences, such as in language, family organization, traditional holidays, and costumes.

Cooperate with the class in drawing up a list of ways in which Americans in the United States can become better acquainted with people living in the Panama Canal Zone, the Virgin Islands, and in the Pacific islands held by the United States. Explain why mutual understanding and respect is so important to all.

***Discuss some of the cultural differences to be found among Americans in various parts of the United States, Puerto Rico, and overseas possessions. Indicate also cultural similarities and common human aspirations.

Make a chart of the possessions showing name, area in square miles, population in the latest census, and capital city. Be prepared to locate the possessions named on the chart on a map of the world.

***Explain the meaning of the statement "Rural life is slow paced." Justify the accuracy of the statement in terms of rural life in the United States and rural life in the island possessions by giving specific examples.

Participate in a research study of the ethnic groupings found in the possessions of the United States. Summarize the findings in a series of charts, one for each possession. Explain how each group contributes something special to the heritage of all Americans.

Read to discover the strategic value of each of the possessions to the United States. Indicate the problems involved in preserving the freedom of these outposts and discuss whether or not these possessions are worth the cost of their defense.

Construct a series of dioramas depicting life in each of the territorial possessions of the United States. Display the finished dioramas in the corridor for other classes to see. Label each diorama with a brief statement of explanation.

Make a pictorial chart showing the plant and animal life of each of the possessions. Explain how location and climate determine the plant and animal life of any land formation.

***Read to find information on education in the possessions of the United States. Report findings to the class. Use a series of illustrated charts to depict the educational facilities before and after territorial status. Show that one of the aims of a democratic government is education for all people.

***Recall that Hawaii and Alaska were territorial possessions until 1959. Find out how a possession can become a state in the United States, what privileges statehood grants, and how territories are represented in the United States government.

Participate in planning a program called "Faraway Places" to be presented for the P.T.A. Review the interesting facts gained by the study of this unit and use the facts in the presentation of the travelogue program. Plan simple scenery and costumes which portray the significant environment of each stop on the tour. Compose a suitable narrative for each scene. Preface each stop with a map slide view to establish the location. Start the tour from Chicago and include Alaska, Hawaii, the Pacific islands, the Panama Canal Zone, Puerto Rico, the Virgin Islands, New York, and the return to Chicago. Design suitable programs to be distributed to the audience. Display the materials, charts, maps, and realia constructed or collected in the study of the unit. Conclude the program with a song "My Own United States" or a similar song.



RESOURCE MATERIALS

BASIC TEXTBOOKS

- Barrows, et al.
The United States and Canada
(Silver Burdett) pp. 227-47
- Borchert and McGuigan
The Geography of the New World
(Rand, McNally, pp. 300-16
- Cutright and Clark
Living Together around the World
(Macmillan) pp. 77-107
- Drummond
Journeys through the Americas
(Allyn and Bacon) pp. 235-254
- Goetz
At Home around the World
(Ginn) pp. 61-90
- Thurston, et al.
Homelands of the Americas
(Iroquois) pp. 271-93 and 339-44
- Whittemore
The United States and Canada
(Ginn) pp. 166-82

AUXILIARY TEXTBOOKS

- Barrows, et al.
The American Continents
(Silver Burdett) pp. 227-47
- Hanna, et al.
In All Our States
(Scott, Foresman) pp. 206-88
- Smith and Sorenson
Neighbors in the United States and Canada
(Winston) pp. 228-54

LIBRARY BOOKS

- Ames, Robert
Cheechako
Lothrop, 1958
- Bailey, Bernadine
Picture Book of Alaska
Whitman, 1961 (Gr. 5-7)
- Bailey, Bernadine
Picture Book of Hawaii
Whitman, 1960 (Gr. 5-7)
- Bannon, Laura M.
Gift of Hawaii
Whitman, 1961 (Gr. 2-4)
- Bannon, Laura M.
Hawaiian Coffee Picker
Houghton Mifflin, 1962 (Gr. 3-4)
- Beim, Lorraine L.
Little Igloo
Harcourt, Brace, 1941 (Gr. 2-4)
- Belpre, Pura
Juan Bobo and the Queen's Necklace
Warne, 1962 (Gr. 3-5)
- Bleeker, Sonia
Eskimo
Morrow, 1959 (Gr. 4-6)
- Boardman, Fon W.
Canals
Walck, 1959 (Gr. 7-8)
- Breetveld, Jim
Getting to Know Alaska
Coward, 1958 (Gr. 5-7)
- Brewster, Benjamin
First Book of Eskimos
Watts, 1952 (Gr. 3-5)

Bridges, William
Ookie, the Walrus Who Likes People
 Morrow, 1962 (Gr. 4-6)

Brindze, Ruth
The Story of the Trade Winds
 Vanguard, 1960 (Gr. 6-8)

Carpenter, Frances
Caribbean Lands
 American, 1955 (Gr. 5-7)

Considine, Robert
Panama Canal
 Random House, 1951 (Gr. 6-8)

Coombs, Charles
Bush Flying in Alaska
 Morrow, 1961 (Gr. 6-8)

Copeland, Donelda M.
True Book of Little Eskimos
 Children's, 1953 (Gr. 3-5)

Creekmore, Raymond
Lokashi Learns to Hunt Seals
 Hale, 1946 (Gr. 3-5)

Disney, Walt
Seal Island
 Singer, 1958 (Gr. 4-6)

Dolch, Edward W.
Stories from Hawaii
 Garrard, 1960 (Gr. 3)

Epstein, Samuel
First Book of Hawaii
 Watts, 1954 (Gr. 5-7)

Ferguson, Erna
Let's Read about the Hawaiian Islands
 Fideler, 1950 (Gr. 5-7)

Ferguson, Erna
Hawaii
 Fideler, 1962 (Gr. 5-7)

Gidal, Sonia
Follow the Reindeer
 Pantheon, 1959 (Gr. 4-6)

Goetz, Delia
Arctic Tundra
 Morrow, 1958 (Gr. 3-5)

Greene, Carla
Trip to Hawaii
 Knopf, 1959 (Gr. 5-7)

Gudmundson, Shirley M.
Getting to Know the British West Indies
 Coward, 1962 (Gr. 5-7)

Henry, Marguerite
Hawaiian Story and Pictures
 Whitman, 1946 (Gr. 4-6)

Hitte, Kathryn
Hurricanes, Tornadoes, and Blizzards
 Random House, 1960 (Gr. 4-8)

Huges, Langston
First Book of Negroes
 Watts, 1952 (Gr. 4-7)

Huges, Langston
First Book of the West Indies
 Watts, 1956 (Gr. 6-8)

Laschever, Barnett D.
Getting to Know Cuba
 Coward, 1962 (Gr. 5-7)

Lauber, Patricia
Junior Science Book of Icebergs and Glaciers
 Garrard, 1961 (Gr. 3)

Life in America Library
Life in America: Alaska
 Informative Classroom Pictures

Life in America Library
Life in America: Hawaii
 Informative Classroom Pictures

Lipkind, William
Boy of the Islands
 Harcourt, Brace, 1954 (Gr. 4-6)

Machetanz, Sara
Puppu Named Gih
 Scribner's, 1957 (Gr. 3-4)

Machetanz, Sara
Rick of High Ridge
Scribner's, 1952 (Gr. 6-8)

Markun, Patricia
First Book of Panama Canal
Watts, 1958 (Gr. 5-7)

Marcus, Rebecca
First Book of Glaciers
Watts, 1962 (Gr. 5-7)

McCracken, Harold
Story of Alaska
Doubleday, 1956. (Gr. 6-8)

MacGregor, Ellen
Miss Pickerell Goes to the Arctic
McGraw, 1954 (Gr. 3-4)

McNeer, May
Alaska Gold Rush
Random House, 1960 (Gr. 6-8)

O'Neill, Hester
Picture Story of Alaska
Hale, 1951 (Gr. 5-7)

Russell, Solveig
From Rocks to Rockets
Rand, McNally, 1960 (Gr. 3-5)

Schlein, Miriam
Ooni, the New Hunter
Abelard, 1955 (Gr. 4-6)

Shackelford, Jane D.
Child's Story of the Negro
Associated Publishers, 1956 (Gr. 4-6)

Shannon, Terry
Kidlik's Kayak
Whitman, 1959 (Gr. 3-5)

Smith, Bradford
Island of Hawaii
Lippincott, 1957 (Gr. 7-8)

Stefanson, Evelyn
Here Is Alaska
Scribner's, 1959 (Gr. 7-8)

Syme, Ronald
Captain Cook, Pacific Explorer
Morrow, 1956 (Gr. 5-7)

Tompkins, Stuart
Life in America: Alaska
Fideler, 1962 (Gr. 5-7)

Tor, Regina
Getting to Know Puerto Rico
Hale, 1955 (Gr. 5-7)

Viereck, Phillip
Eskimo Island
Day, 1962 (Gr. 5-7)

Watson, Jane W.
Our World
Simon, 1955 (Gr. 3-5)

Woodson, C., and Wesley, C.
Negro Makers of History
Associated Publishers, 1958 (Gr. 6-8)

FILMS

Alaska and Its Natural Resources
25 min. color X-A-209

Alaska: Reservoir of Resources
10 min. b&w X-A-47

Alaska: Story of a Frontier
22 min. b&w X-S-94

Eskimo Arts and Crafts
22 min. color X-E-48

Eskimo Children
11 min. b&w X-E-18

Eskimo Sea Hunters: Northwest Alaska
20 min. b&w X-A-96

Flipper, the Seal
11 min. b&w X-F-119

Giants of the North
15 min. b&w X-T-14

Hawaii, Land of Enchantment

10 min. b&w X-H-4

Hawaii--Sea Island

27 min. X-S-245

Hawaii--the Sugar State

22 min. color X-H-112

Hawaiian Islands: Their Chief Industries

10 min. color X-H-52

Hawaiian Islands: Their Origin and Nature Today

10 min. color X-H-51

Hawaiian Native Life

11 min. b&w X-H-8

Kopa A: Hawaiian Sugar Harvest

28 min. color X-H-7

News Magazine of the Screen, February, 1952 (History of Hawaii)

20 min. b&w X-N-76

Pineapple Culture

11 min. color X-P-59

Story of Bananas

11 min. b&w X-S-192

Story of Sugar

12 min. b&w X-S-160

Territorial Possessions of the United States

22 min. b&w X-U-3

Volcanoes in Action

11 min. b&w X-V-1

FILMSTRIPS

Alaska, Hawaiian Islands, and Puerto Rico

(2288)

"Alaska-Geographic Background"

"Alaska-People and Industries"

"Alaska Other Industries, Transportation, Education, Government"

"The Hawaiian Islands-Geographic Background"

"The Major Hawaiian Islands"

"Hawaiian Islands, People, Industries, Education, and Government"

"Puerto Rico Historical and Geographic Background"

"Puerto Rico the People and Industries"

"Puerto Rico the Chief Cities"

Eye Gate House, Inc.

The Arctic Wilderness

(2228) color

"The Northland"

Encyclopaedia Britannica Films

Boys and Girls of Many Lands

(2170) color

"Simon and Lucy of Alaska"

Society for Visual Education

Children of Many Lands Series

(2174) b&w

"Eskimo Children"

Encyclopaedia Britannica Films

Eskimo Children on Baffin Island

(2196) color

"Autumn and Winter"

"Spring and Summer"

Stanley Bowmar Co., Inc.

Eskimos of Alaska (Arctic Life)

(2290)

"Summer Days"

"Hunting and Fishing in Summer"

"Winter Days"

"Hunting and Fishing in Winter"

Curriculum Films

Hawaii

(2294) color

"Making Friends"

"Exploring Honolulu"

"Exploring Oahu"

"National Parks"

"Sugar, Fishing, and Pineapple"

"Origin and History"

Visual Education Consultants

Hawaiian Island Series

(2296) b&w
 "Volcanic Origin and Growth"
 "The People of Hawaii"
 "Sugar Cane-the Main Industry"
 Pat Dowling Pictures

Life in America

(2219) b&w
 "Alaska"
 "Hawaii"
 The Fidler Co.

Our National Parks

(2310) color
 (entire set)
 Curriculum Films

Picture Reference Library

(2400) color
 "Americans All"
 Informative Classroom Picture
 Pub.

MUSIC

American Singer (Grade 5)

"Hawaiian Night" p. 33

Music across Our Country

(Grade 4)
 Songs listed in the unit "Pacific
 Coast-Alaska and Hawaii" pp. 8-29

Proudly We Sing (Grade 8)

"Heela" p. 100
 "The Sandpiper" p. 103

This Is Music (Grade 4)

"Kayak Song" p. 39
 "At the Spring" p. 40

This Is Music (Grade 5)

"Alaska's Flag" p. 156
 "My Sweet Sweeting" p. 157
 "Aloha Oe" p. 158

POETRY

Time for Poetry

"Sea-Fever" by John Masefield
 p. 84

Favorite Poems, Old and New

"The Kayak" by Rabendranath Lagore p. 115
 "Paper Boats" p. 114

MATERIALS FOR REFERENCE OR ADAPTA-
 TION BY THE TEACHER

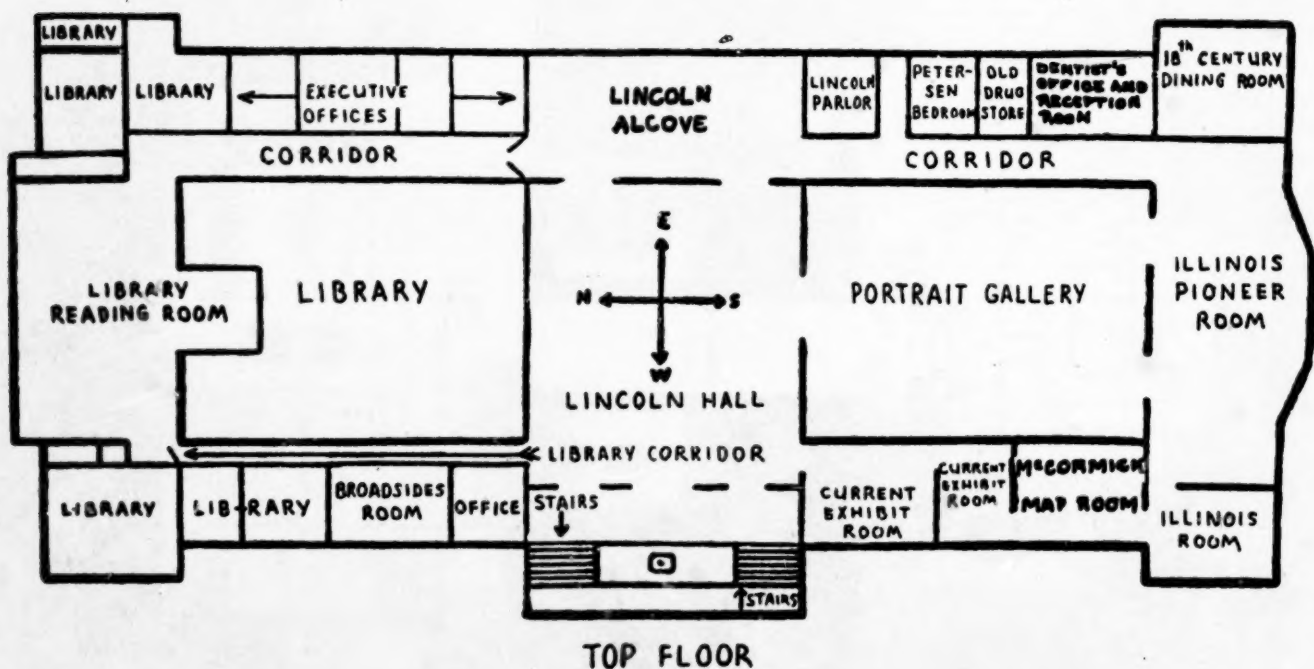
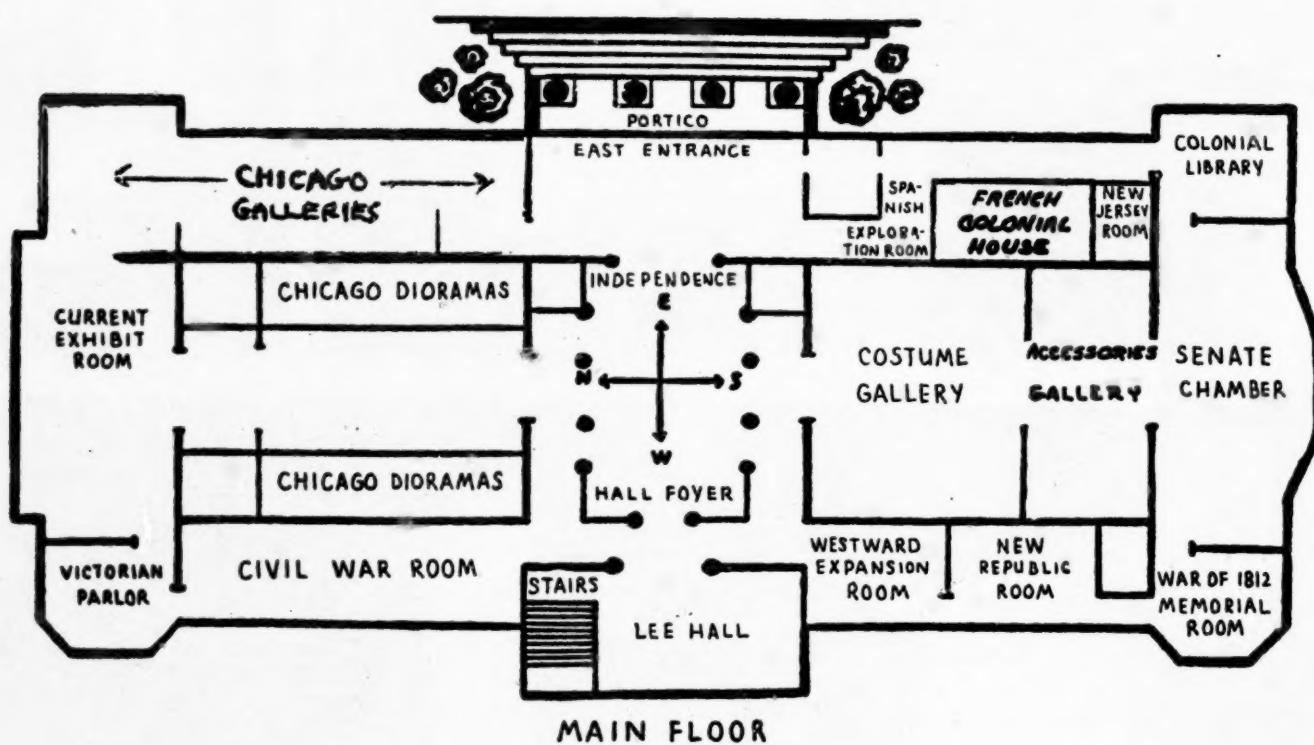
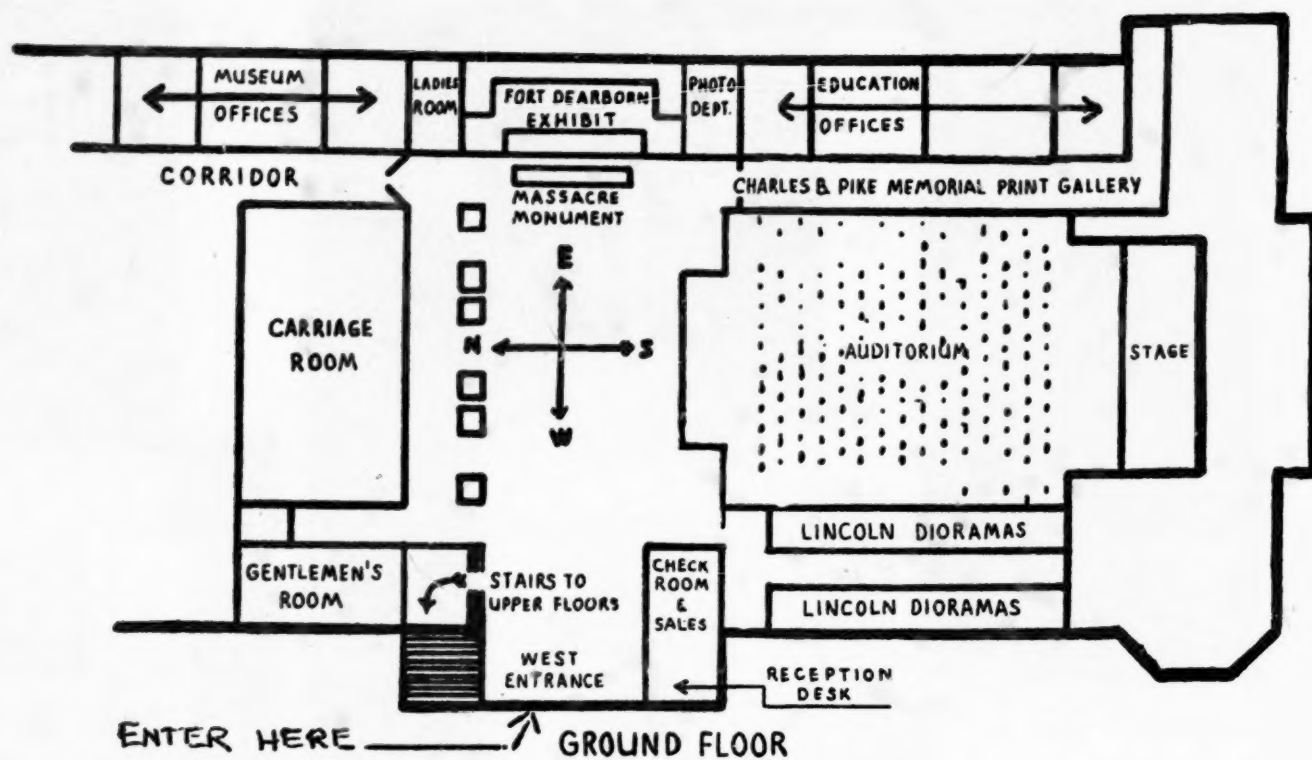
Bontemps, Arna
100 Years of Negro Freedom
 Dodd, 1961 (Gr. 7-9)

Bontemps, Arna
Story of the Negro
 Knopf, 1958 (Gr. 7-9)

Chicago Board of Education
Curriculum Guide for the
Social Studies 1964
 Grade 5, Unit VII; Grade 8,
 Unit II

Hughes, Langston
Book of Negro Folklore
 Dodd, 1958 (Gr. 7-9)

Hughes, Langston
Pictorial History of the Negro in
America
 Crown, 1956 (Gr. 7-9)



FLOOR PLAN OF THE CHICAGO HISTORICAL SOCIETY
CLARK STREET AND NORTH AVENUE

The floor plan is divided into two main sections: **BOTANY (Plants)** on the left and **GEOLOGY (Earth)** on the right, separated by a central corridor.

BOTANY (Plants) Section:

- PLANT FAMILIES 29:** Located at the top left, featuring a large tree illustration.
- PLANT RAW MATERIALS 28:** Below Plant Families, featuring an illustration of a person using a tool on a plant.
- FOREIGN TREES 27:** Below Plant Raw Materials, featuring an illustration of a person sitting under a tree.
- N. AMERICAN TREES 26:** Below Foreign Trees, featuring an illustration of a tree.
- FOOD PLANTS 25:** At the bottom left, featuring an illustration of a banana.
- ANCIENT CHINA:** A vertical display area on the right side of the Botany section, featuring an illustration of a person.
- JADES 30:** Located at the top center of the Botany section.

GEOLOGY (Earth) Section:

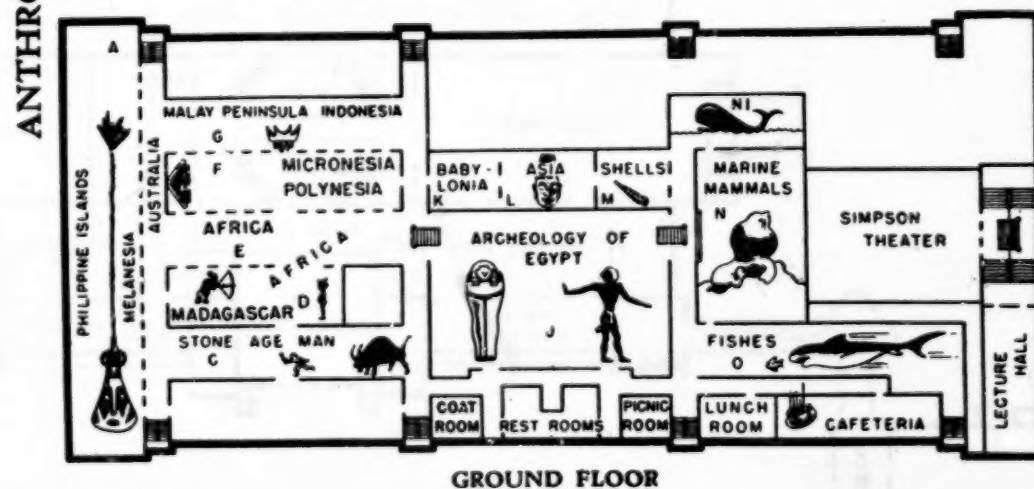
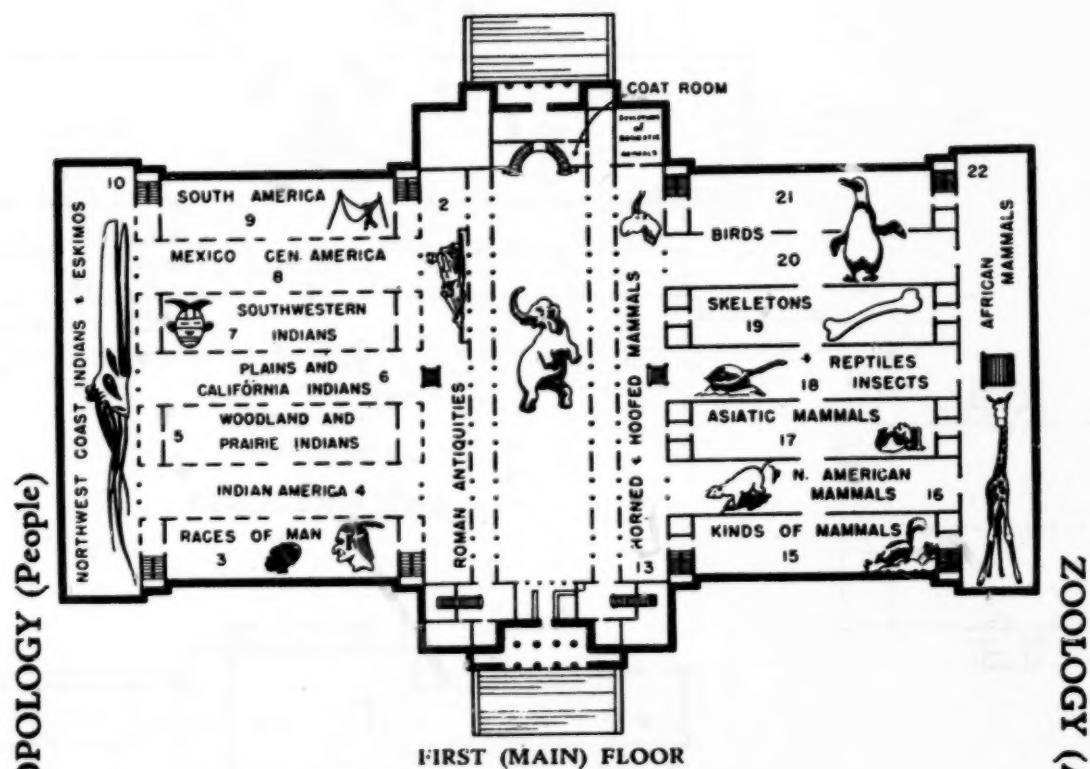
- FOSSIL PLANTS 37:** Located at the top right, featuring an illustration of a fossil shell.
- USEFUL MINERALS 36:** Below Fossil Plants, featuring an illustration of a mine with a house.
- MOON AND MINERALS 35:** Below Useful Minerals, featuring an illustration of the moon.
- PHYSICAL GEOLOGY 34:** At the bottom right, featuring an illustration of a rock formation.
- CHINA & TIBET:** A vertical display area on the left side of the Geology section, featuring an illustration of a person.
- GLASS ROOM:** Located at the bottom right corner.
- MEETING ROOM (23):** Located at the bottom left corner.

Central Corridor:

- 31:** Located at the top center of the corridor.
- 32:** Located below 31 on the right side of the corridor.
- 33:** Located at the bottom center of the corridor.

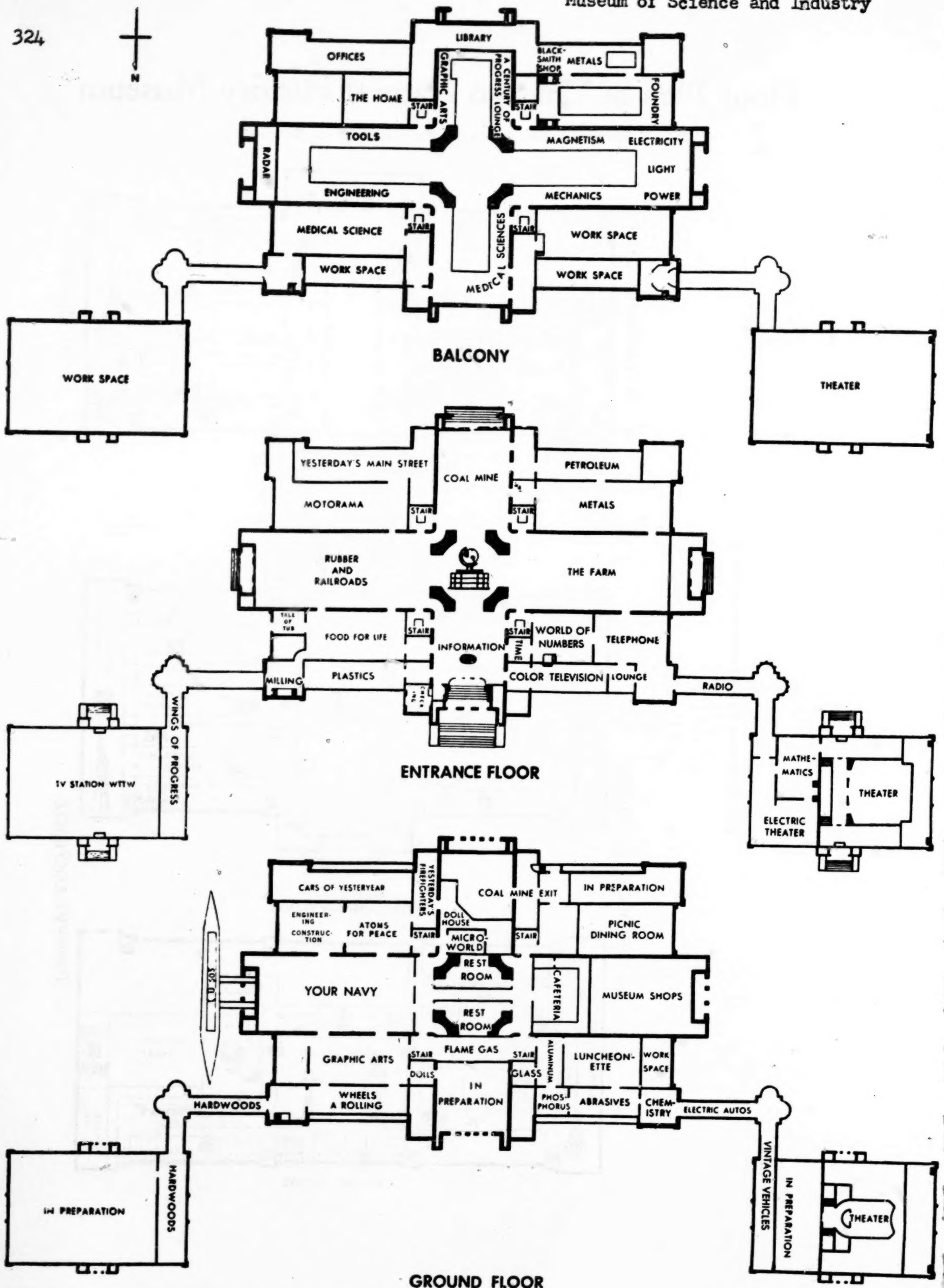
Other Labels:

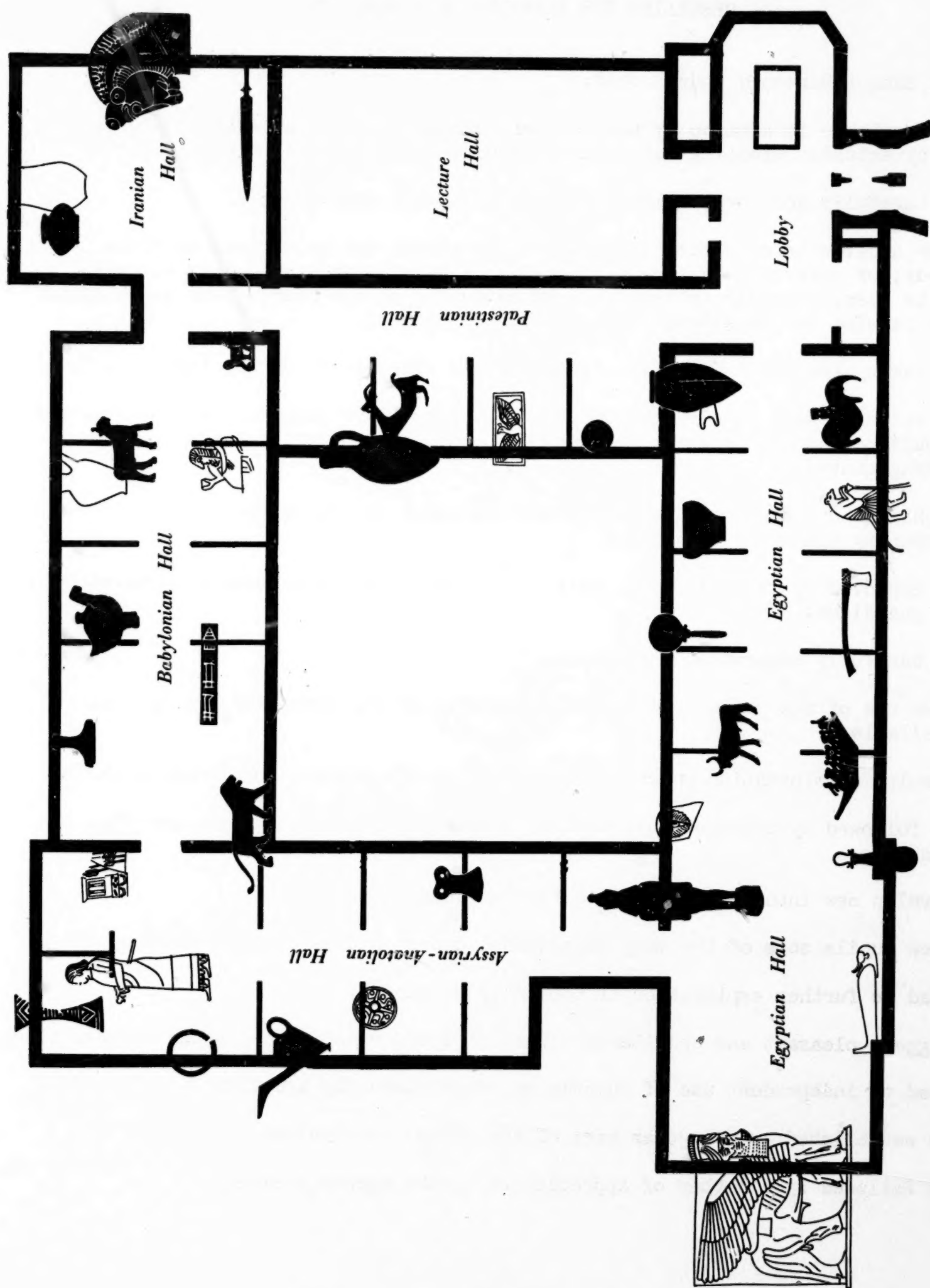
- 38:** Located at the top right corner of the Geology section.
- SISSOA:** A vertical label on the far right side of the Geology section.





Museum of Science and Industry





FLOOR PLAN OF THE ORIENTAL INSTITUTE MUSEUM

CHECKLIST FOR PLANNING OF A FIELD TRIP

The School-Directed Tour Should:

Be previewed in advance by the teacher, either by using available materials or by actually visiting beforehand the place which the class will see.

Be carefully and cooperatively planned by pupils and teacher.

Have a definite educational purpose using either one major area of class study; or several areas for which there is only a small amount of material to be seen, in order to take maximum advantage of the travel time and carfare (be careful not to attempt more than is practical).

Be taken when the information is needed and interest is at its highest point.

Be arranged well in advance with the museum or other community agency (contact should be made by teacher; visit should never be made without such previous arrangements).

Highlight buildings or places of civic interest in the neighborhood of the community agency to be visited.

Be approved by the principal, with pupils having written permission of parents or guardians.

Be carefully supervised throughout.

Make use of the guide or information service of the community agency when available.

Result in information which may be used to solve present and future problems.

Be followed by classroom evaluation, questions, reports, charts, and discussions.

Develop new interest and lead to further study and research.

Show pupils some of the many educational opportunities of the community.

Lead to further exploration of community resources.

Suggest pleasant and profitable places to spend vacation and other leisure time.

Lead to independent use of museums or other community agencies in later life.

Be established as a regular part of the school curriculum.

Be followed by a letter of appreciation to the agency visited.

DIRECTORY OF FOREIGN AGENCIES FOR SOCIAL STUDIES MATERIALS

The following directory of information agencies located in Chicago can supply data, pamphlets, or pictures about the countries mentioned. It is suggested that one request be sent to an agency rather than each student requesting information. Use school stationery when making requests.

Arab Information Center
37 South Wabash Avenue

Argentine Consulate
105 West Adams Street

Australian Government
Trade Commissioner
6 North Michigan Avenue

Austrian Consulate General
420 North Michigan Avenue

Belgian Consulate General
333 North Michigan Avenue

Brazilian Consulate
919 North Michigan Avenue

Canadian Consulate General
111 North Wabash Avenue

Chilean Consulate
6 West Ontario Street

Chinese Consulate General
205 West Wacker Drive

Consulate General of Colombia
110 South Dearborn Street

Costa Rica Consulate
1 North La Salle Street

Consulate General of Denmark
360 North Michigan Avenue

Consulate of Ecuador
201 North Wells Street

Consulate of El Salvador
180 North Wabash Avenue

Consulate of Finland
77 West Washington Street

Consulate General of France
919 North Michigan Avenue

Consulate General of Germany
104 South Michigan Avenue

Consulate General of Great Britain
200 South Michigan Avenue

Greek Consulate
415 West Surf Street

Consulate General of Guatemala
307 North Michigan Avenue

Consulate of Haiti
180 West Washington Street

Icelandic Consulate
100 West Monroe Street

Consulate General of Ireland
400 North Michigan Avenue

Consulate General of Israel
936 North Michigan Avenue

Consulate General of Italy
1512 North State Street

Consulate General of Japan
520 North Michigan Avenue

Consulate of Lebanon
8515 South Wolcott Street

Liberian Consulate
423 East 60th Street

Lithuanian Consulate
6147 South Artesian Avenue

DIRECTORY OF FOREIGN AGENCIES FOR SOCIAL STUDIES MATERIALS CONTINUED

Consulate General of Luxembourg
7 South Dearborn Street

Mexican Consulate General
201 North Wells Street

Consulate General of Monaco
740 North Rush Street

Netherlands Consulate General
200 South Michigan Avenue

Consulate General of Nicaragua
55 East Washington Street

Norwegian Consulate General
360 North Michigan Avenue

Consulate General of Panama
1036 North Dearborn Street

Consulate of Paraguay
27 East Monroe

Consulate General of Peru
12 East Erie Street

Consulate General of the
Philippines
201 North Wells Street

Consulate General of Poland
1525 North Astor Street

Consulate of Spain
55 East Washington Street

Consulate General of Sweden
333 North Michigan Avenue

Consulate General of Switzerland
75 East Wacker Drive

Consulate General of Turkey
53 West Jackson Street

United Arab Republic Consulate
General
257 East Delaware

Consulate of Uruguay
30 West Monroe Street

Consulate of Venezuela
33 South Clark Street

Consulate General of Yugoslavia
38 East Bellevue